FAIRFIELD SCHOOL
REDEVELOPMENT PROGRAM

by

Everett Austin Glendening

Submitted to the Department of Architecture on August 23, 1954, in partial fulfillment of the requirements for the degree of Master in Architecture.

.....
Lawrence B. Anderson
Head of the Department

Abstract of Thesis

FAIRFIELD SCHOOL REDEVELOPMENT PROGRAM

Submitted by
Everett Austin Glendening

Submitted to the Department of Architecture on August 23, 1954, in partial fulfillment for the degree of Master in Architecture.

This thesis on the Fairfield, Connecticut School Redevelopment Program is submitted in two parts:

Part I - A comprehensive investigation of the entire school system, and with it proposals for solving or relieving its problems

Part II- The design of a new senior high school for the community of Fairfield

Fairfield is in the position of many other towns of similar size in that its educational facilities are seriously overcrowded or obsolete. The community has doubled its population in the past fifteen years, although its school facilities have been increased no more than thirty percent. The same high school facilities available in 1940 are those which are still in use at the present time, although now greatly overcrowded. A study of enrollment at the elementary level today indicates that within the next five to ten years the senior high problem will grow increasingly worse.

Although there has been a tremendous building increase in the community, with new neighborhoods forming in previously undeveloped areas, there has been little change in the school district plans. As a result, many of the elementary school students travel long distances in going to and from school. As a conclusion of Part I, we have submitted a new district plan with proposals for a building program to relieve the strain on the present facilities. This includes not only the elementary schools, but also the junior and senior high schools.

Part II of the thesis is the design of a new senior high school as proposed in the conclusion of Part I. This is one of two new high schools suggested, one serving the northern part of town, and the other the southern part.

The determination of the approximate location of the new high school is established in Part I, while the selection of a site is covered under Part II. The new building will be used as a four-year high school for the first four years and after that be converted to a three-year program. Additional junior high facilities will be provided at that time to absorb the increased secondary school enrollment including the entire ninth grade.

Thesis Supervisor	Lawrence B. Anderson
Title	Professor in charge of the Department

232 Westgate-West
Cambridge 39,
Massachusetts
August 23, 1954

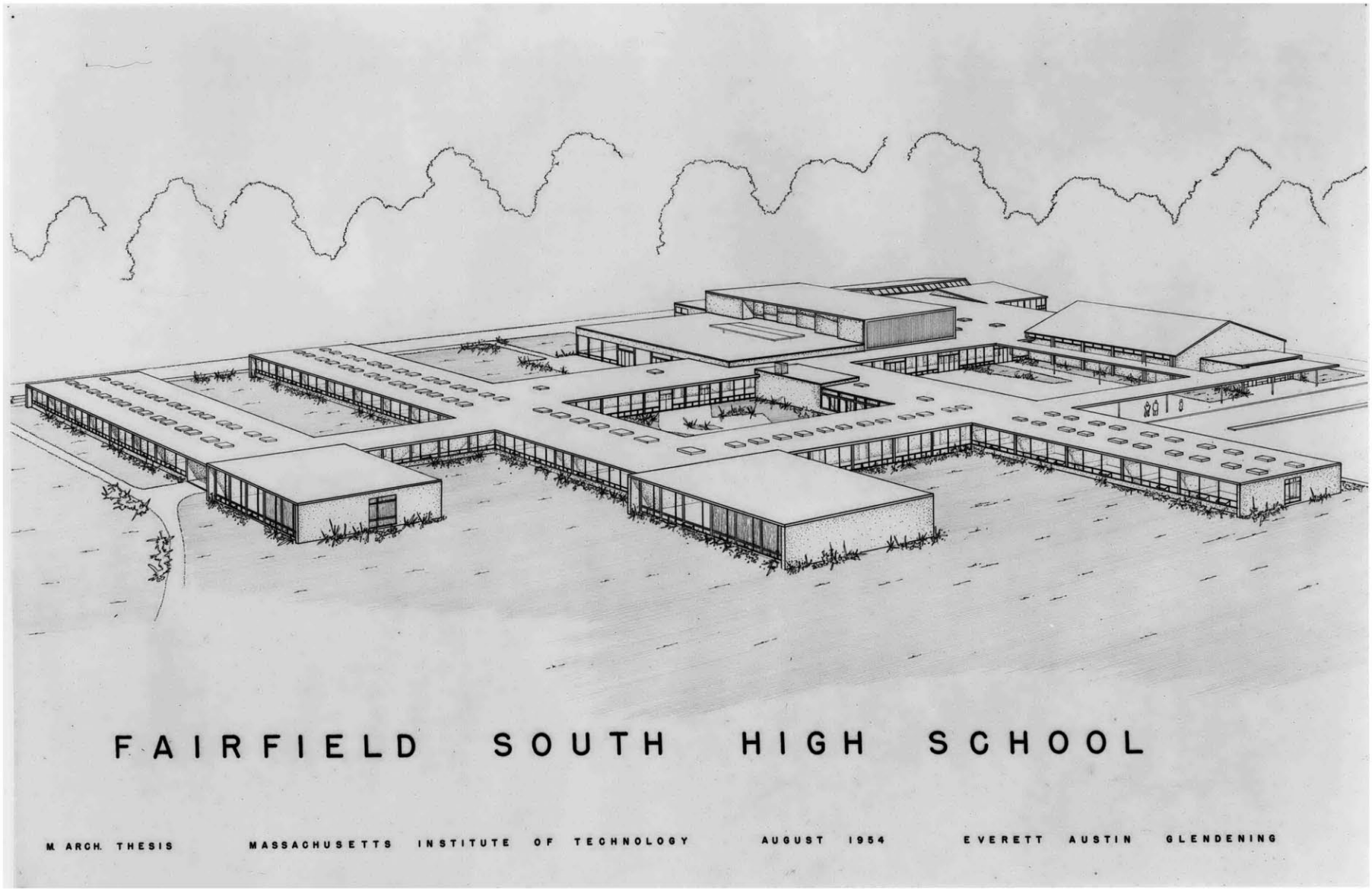
Dean Pietro Belluschi
School of Architecture and Planning
Massachusetts Institute of Technology
Cambridge 39, Massachusetts

Dear Dean Belluschi:

In partial fulfillment of the requirements for the degree of Master in Architecture, I submit herewith my thesis entitled "Fairfield School Redevelopment Program."

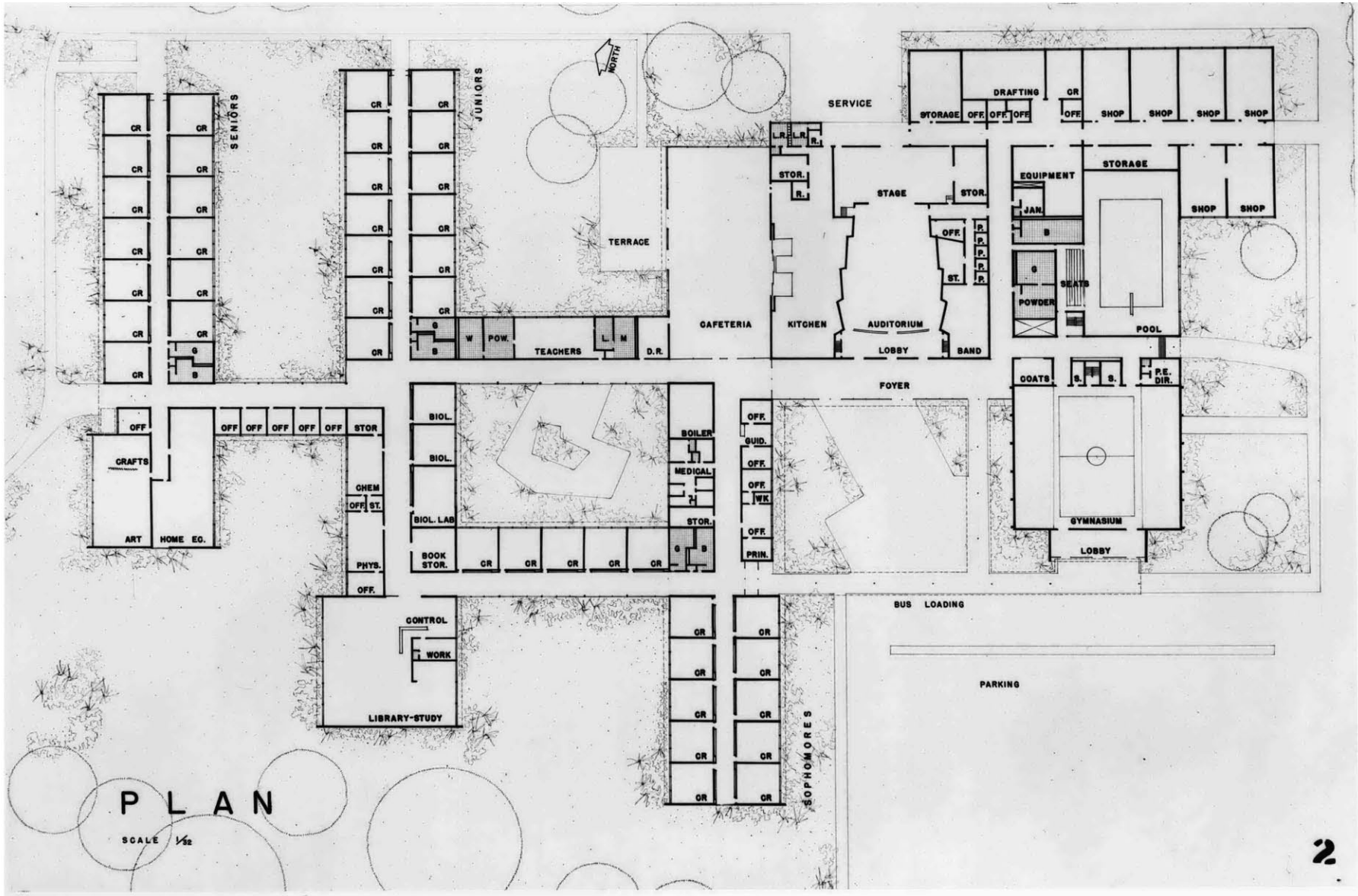
Respectfully,

Everett Austin Glendening Jr



FAIRFIELD SOUTH HIGH SCHOOL

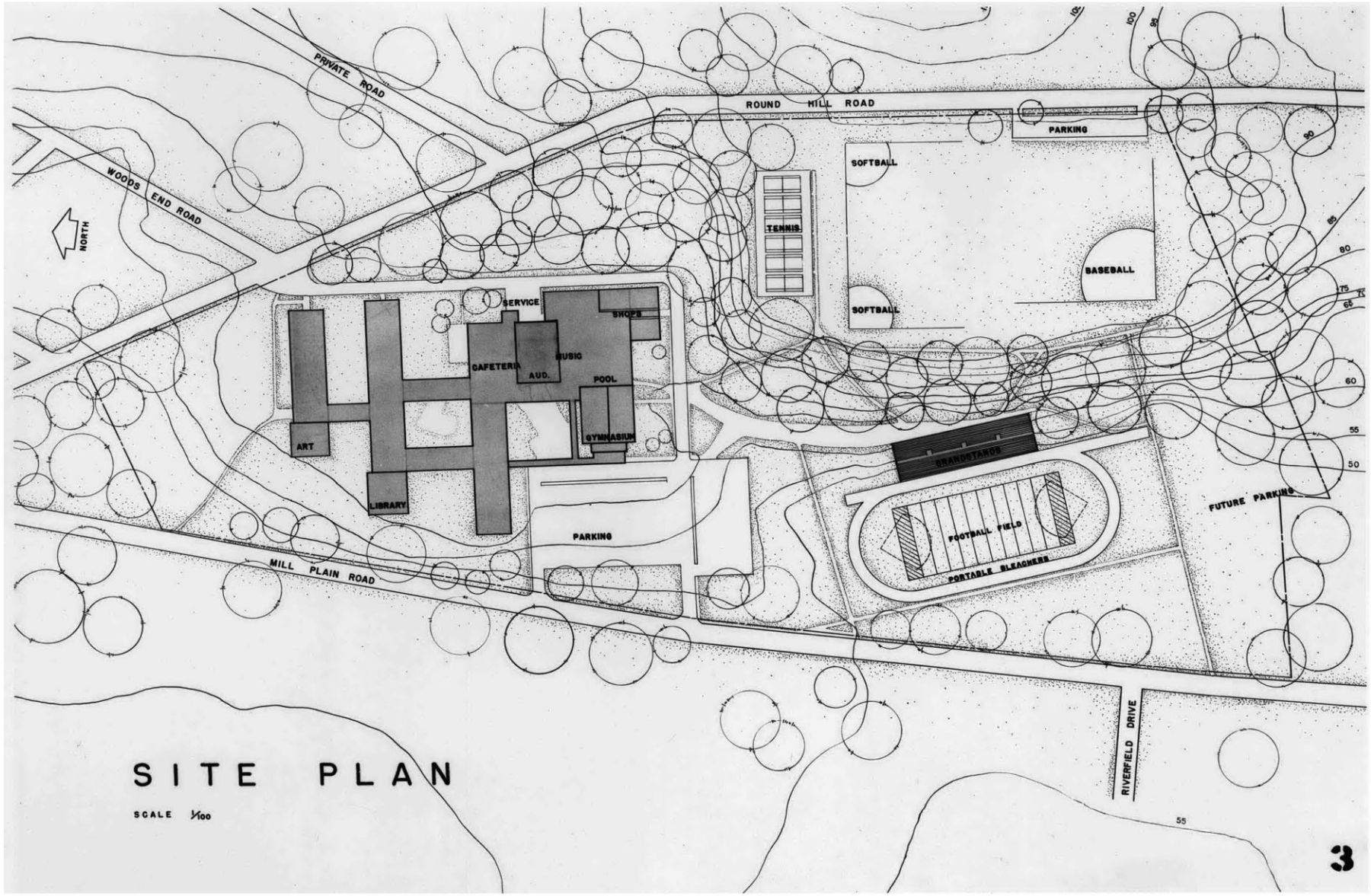
M. ARCH. THESIS MASSACHUSETTS INSTITUTE OF TECHNOLOGY AUGUST 1954 EVERETT AUSTIN GLENDENING



PLAN

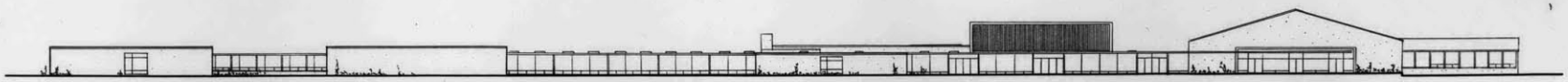
SCALE 1/32

2



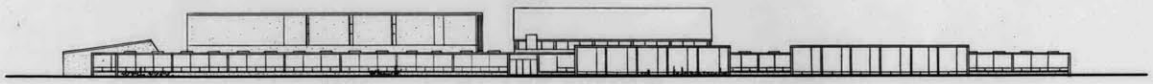
SITE PLAN

SCALE 1/100

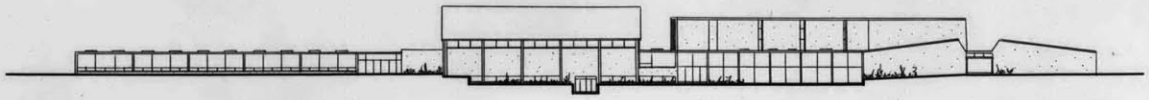


WEST ELEVATION

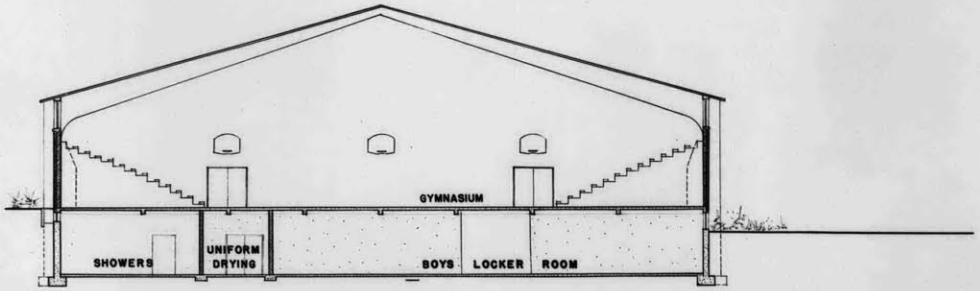
EAST ELEVATION



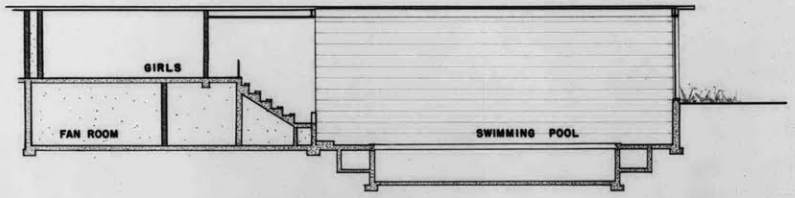
NORTH ELEVATION



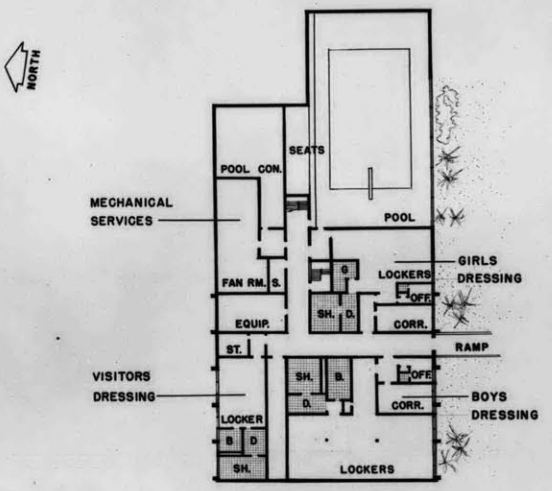
SOUTH ELEVATION



SECTION SHOWING GYMNASIUM

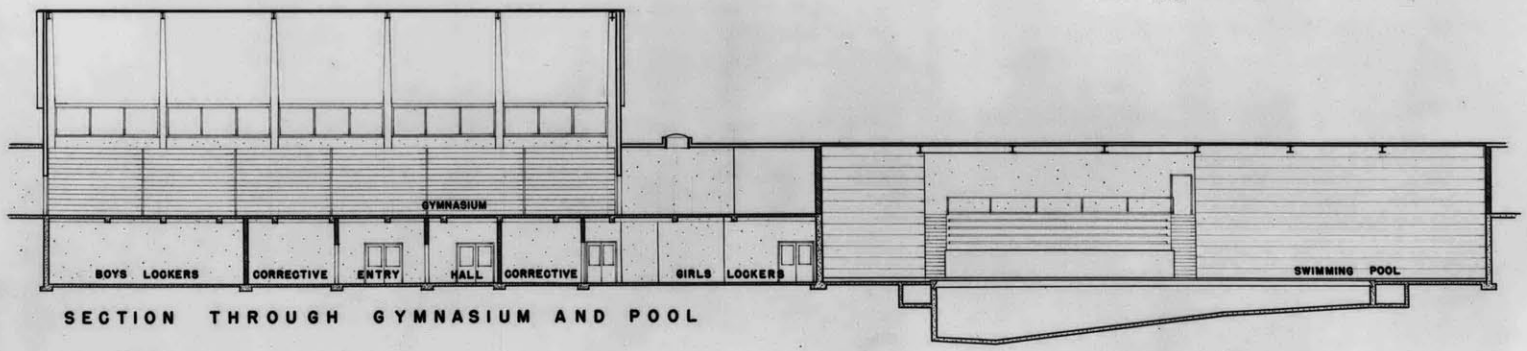


POOL SECTION SHOWING SEATS & FAN ROOM



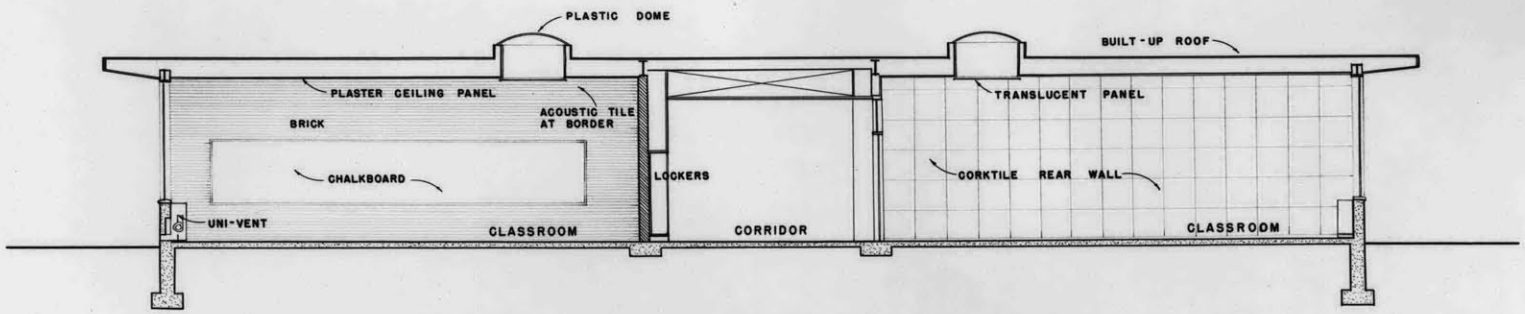
BASEMENT PLAN AT POOL

SCALE 1/32



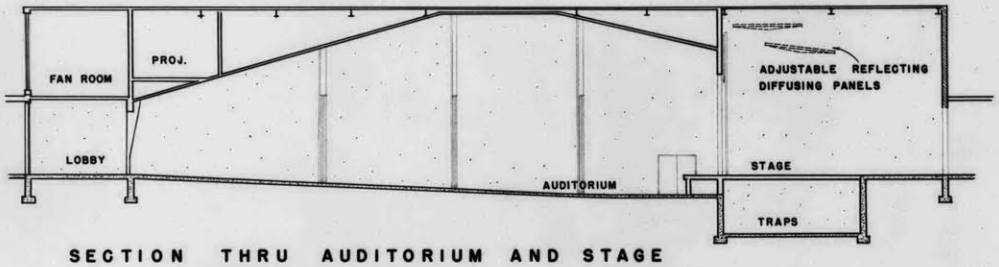
SECTION THROUGH GYMNASIUM AND POOL

SCALE 3/32



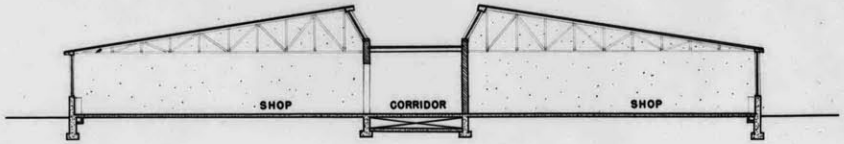
TYPICAL CLASSROOM SECTION SHOWING INTERIOR ELEVATIONS OF OPPOSITE END WALLS

SCALE 1/4



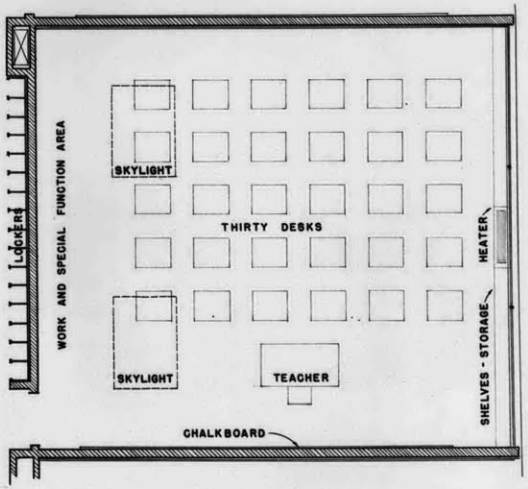
SECTION THRU AUDITORIUM AND STAGE

SCALE 3/32



TYPICAL SECTION THRU SHOP WING

SCALE 3/32



TYPICAL CLASSROOM

SCALE 1/4

TABLE OF CONTENTS

PART I

FAIRFIELD SCHOOL REDEVELOPMENT PROGRAM

TABLE OF CONTENTS

PART II

FAIRFIELD SOUTH HIGH SCHOOL

MAPS AND GRAPHS

TABLE OF CONTENTS

PART I

FAIRFIELD SCHOOL

REDEVELOPMENT PROGRAM

TOWN OF

FAIRFIELD, CONNECTICUT

TOWN OF FAIRFIELD, CONNECTICUT

Fairfield is a rapidly growing community on the shore of Southern Connecticut. The town is on the fringe of the Metropolitan New York area, being fifty miles east of the heart of our largest city. On the other side of Fairfield is the City of Bridgeport, a prospering industrial center rapidly expanding to outlying areas. This neighboring community has been one of the few New England cities to continually maintain a sound, consistent employment program, and with it expansion has been the keynote. To the north and west of Fairfield are the residential communities of Westport, Weston and Easton.

The prosperous position of Bridgeport has benefited the town of Fairfield, as well as other surrounding communities. Industry has been expanding in Bridgeport, forcing residential growth into neighboring communities.

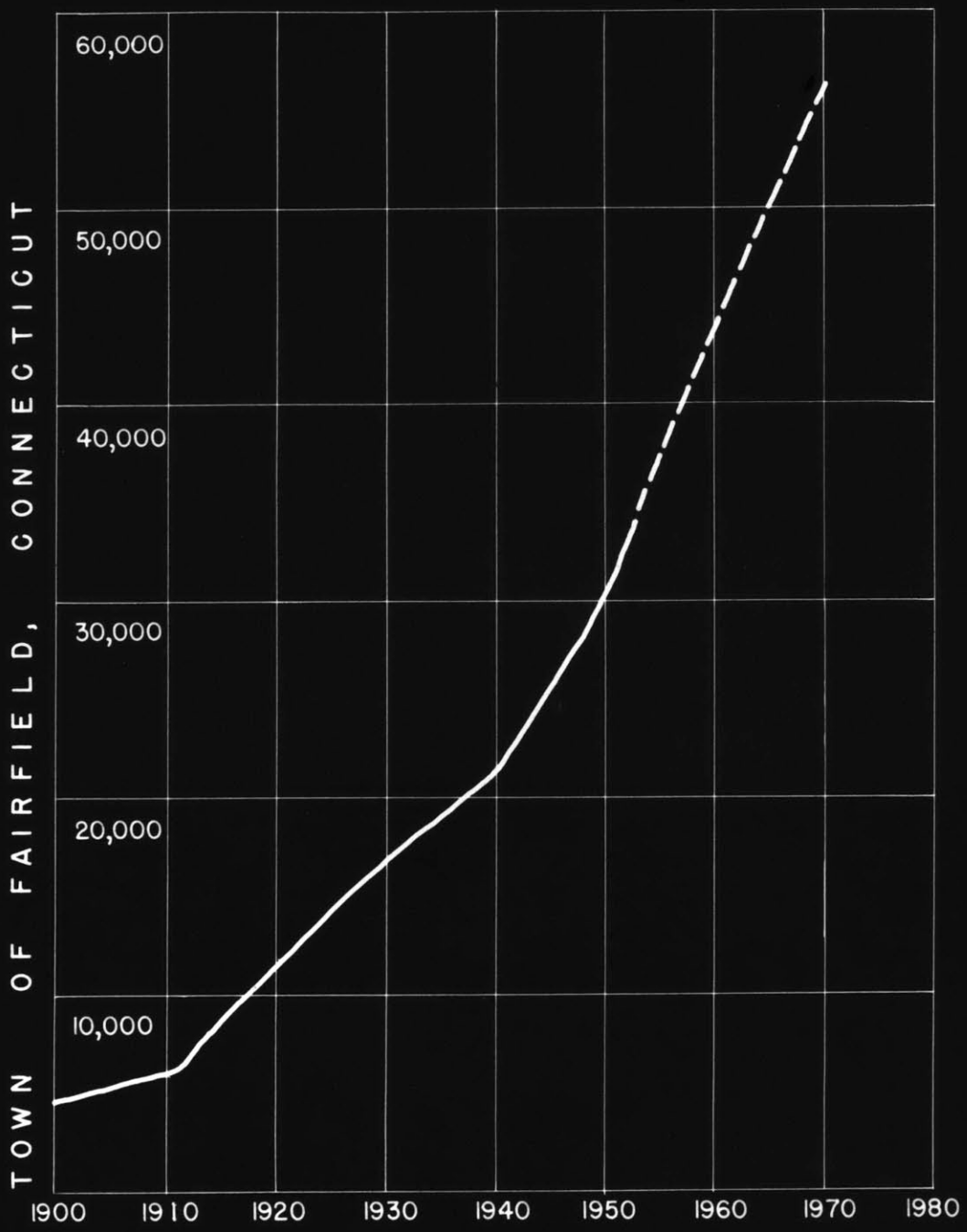
The majority of residents of Fairfield earn their livelihoods in Bridgeport, while a certain percentage of the people commute daily to New York City or are employed in the neighborhood shopping areas and offices in Fairfield. Very few are occupied in local industry, however, and for that reason Fairfield itself is not self-sustaining.

The community has a wealth of natural beauty. A number of large parks and neighborhood greens, along with several fine beaches, gives Fairfield a warmth and quietness that characterizes a good residential community.

During the nineteenth century Fairfield's size remained fairly constant. The population continued around four thousand with the majority of these people occupied in truck farming. At the same time, Bridgeport was undergoing a tremendous change during the industrialization of the late 1800's. With the advent of the automobile the working people in Bridgeport began to move farther and farther away from industrial sections, and more and more into the country. After 1910, the population growth became extremely rapid. The 1910 population was about six thousand, by 1920 it had reached eleven thousand, and by 1940 it had reached twenty-one thousand. In the most recent census it exceeded thirty thousand and now it is estimated to be better than thirty-eight thousand. The Town Planning Commission expects it to reach fifty-six thousand by 1970 and after that remain fairly constant, particularly if there is no change in zoning.

Fairfield's growth has primarily been a result of the economic prosperity of the Bridgeport area. There has been a general increase due to an excess of births over deaths, and an excess of in-migration over out-migration.

Our concern as a part of this program deals mainly with the years since 1940. At that time, school facilities were reasonably adequate, but it is in the past fourteem years that the growth of the community has been so great that school enrollment far exceeds school space.



POPULATION GROWTH

FIGURE 1

The number of births per thousand has ranged from a low of 13.0 in 1940 to a high of 23.8 in 1946, while during the past five years the rate averaged 20.1 per thousand population. This rate is high in comparison to the national and statewide average and serves as an indication that the community is one of single family homes, and that many people have moved away from industrial and business areas and entered Fairfield to raise families.

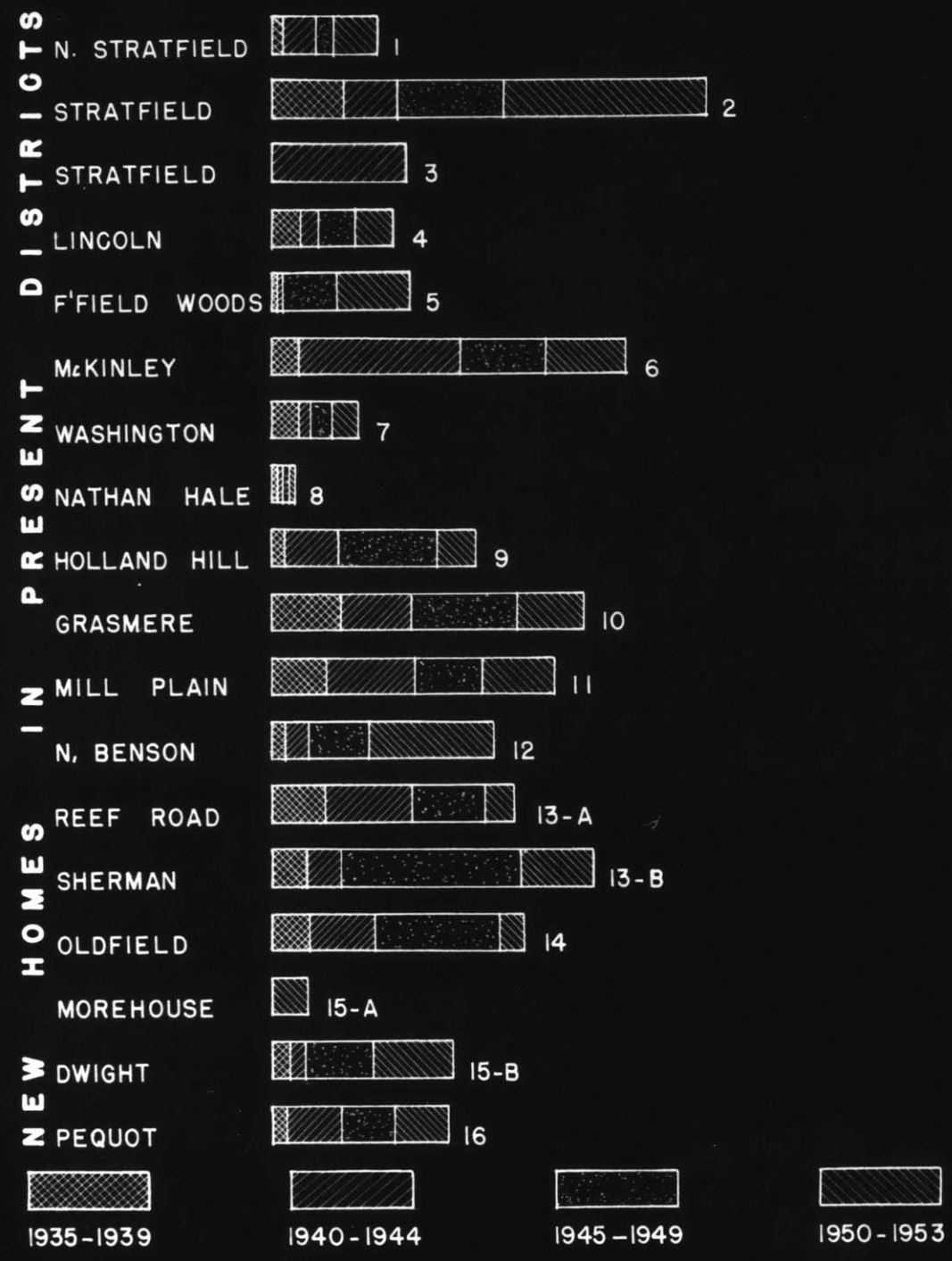
Between the last two census tabulations, 1940 and 1950, the excess of births over deaths approximated three thousand. The remainder of the 9354 population increase in that ten year period is attributed to an excess of in-migration over out-migration. During this time, 2700 new homes were built and occupied. In placing the 6354 excess in-migrates into these new homes, we get a family size of 2.4 persons. This is low compared with the community average of 3.5. However, this may be explained by the fact that the in-migrates generally are young people who are just beginning to raise their families. Single persons and childless couples tend to prefer apartment living, and therefore leave Fairfield and move to rental units in Bridgeport, leaving more room for families to enter the community, thus permitting births to be greater than deaths. Growth in the future is expected to be similar to that of the past. That is, two-thirds of the increase is expected from in-migrates while one-third of the increase is expected from the exceds of births over deaths.

Fairfield has felt its greatest growth in the south and southeastern part of the community nearest the industry of Bridgeport. The older sections of the community are found near the Bridgeport city line and in historical Greenfield Hill Village in the northwest corner. Growth developed along the route of the Old Post Road connecting New York and Boston, and expanded outward to both the shore and the hinterlands. The area to the south, between the Post Road and the beach, has grown to the point of near saturation, as indicated by the Present Land Use Map. The majority of this growth occurred immediately after the end of the in the 1945-49 period, as indicated by the District Growth Chart.

The expansion north of the Post Road has been somewhat slower, except in the area immediately adjacent to the Bridgeport city line. This is particularly true in the Stratfield, Fairfield Woods, North Benson and Mill Plain neighborhoods. However, with the continuing prosperous economic position of Bridgeport more and more people have been building in these previously undeveloped areas. It is expected that these areas will be even more densely populated during the next ten years, as Fairfield's population approaches the anticipated 56,000 limit. The area around the Easton Turnpike north of Stratfield Center is growing very rapidly at present, as is the Holland Hill neighborhood east of Fairfield University.

PRESENT LAND USE

FIGURE 2



DISTRICT GROWTH

FIGURE 3

Future growth, particularly in the small homes field, is expected in the Mill Hill area north of the Post Road at the western end of Fairfield, although nothing has developed land in the Mill Hill neighborhood and it is reasonably close to the shopping facilities in both Southport and Fairfield Center, as well as the new shopping development at Westfair Village just across the Westport town line.

The northern and northwestern parts of the community have been reserved for larger land units and with it many fine estates. The old village of Greenfield Hill with its well-known dogwood has been retained by plan. Zoning in this district requires one and two-acre plots, and for that reason excludes developments of small homes and the usual large families found in them. The feeling in the community is that the Greenfield Hill area should remain as it is and that the zoning should not be changed.

The construction of the new expressway paralleling the New Haven Railroad will have some effect on future growth. This expressway, extending from the New York state line through New Haven, will remove much truck and through bus traffic from the business districts of shore line communities, including Fairfield. Interchanges will be at Mill Plain and North Benson Road and will reduce the desirability of these areas as residential neighborhoods.

THE SCHOOL PROBLEM

THE SCHOOL PROBLEM

Fairfield is in the same position as many other growing communities all over the country in that it has a serious school facilities problem. Large increases in population during and immediately after the war, as a result of a high birth rate and an excess of families moving into the area, has brought many new children into the town and as a result crowded the entire school system. The curtailment of school construction during the war period further added to the already acute space problem.

As in many other communities, the first problem to be solved was the elementary school situation. The many children born during the last year of the war and the few years immediately afterward, as well as the children of the families that came to the Bridgeport area for war work began to enroll in the local schools during the 1946-50 period. At the same time there was an increase in enrollment at the junior and senior high level, but not in a significant number to cause serious problems.

The Board of Education, along with the Town Planning Board, made considerable effort to introduce a building program to relieve the situation. However, they were encumbered by the usual amount of complications that associate themselves with problems of this type. They were able to get several schools started during the latter part of the 1946-50 period but these were not opened until 1951

and 1952. The new schools were Mill Plain and Oldfield, both of which relieved conditions in local areas north and south of the Post Road. At the same time there were several temporary additions made at Roger Ludlow High School as well as several permanent additions to neighborhood schools. However, these were not nearly enough and the problem has continued to increase.

As time has progressed, children that crowded the elementary schools during the late forties have gone on to the junior and senior high levels, thus creating an acute problem in the secondary schools. These children have been replaced in the elementary schools by an even larger enrollment. Therefore, in spite of the efforts of the town, the enrollment has been increasing faster than the new schools have been able to be built and the problem is now more acute than before and promises to grow still worse. The new twenty-four classroom Fairfield Woods School to serve the first eight grades will be opened in the fall but this will have little effect on the overall problem.

As the space problem has become increasingly serious, the community has been forced into an unusual school master plan in which some of the elementary schools offer the full eight grades while others offer only the first six. In the latter case the pupils finishing their first six years in a neighborhood elementary school go on to another crowded elementary school for grades seven and eight and finish

their scholastic program at the very crowded Roger Ludlow High School. This places the pupils from the six-grade schools at a distinct disadvantage in grades seven and eight with the students that spend the entire eight grades in the same school. Several of the eight-grade schools have more students at the junior high level than at the elementary level and this tends to divert attention from the beginning grades. It is not that we disagree with the eight year elementary school program (known as 8-4) but we do find considerable difficulties when we have a variation in the number of grades offered in the elementary schools and have several patterns within the same school system. In this case we have a 6-2-4 and an 8-4 program. It is imperative that if Fairfield is to have a smoothly functioning school system, one consistent program should be introduced and this program should be followed by all schools. It may be that a 6-2-4, a 6-3-3, or perhaps a 4-4-4 program will be introduced. This will be discussed later as the solution to the problem is offered.

The most serious problems at the elementary school level are found at Grasmere, Holland Hill, Sherman, and Pequot Schools. Other schools will have serious problems in 1956 and 1957 but at the moment can get by. The tremendous growth in the Tunxis Hill area has been compensated for in part by the new eight-grade Fairfield Woods School which has taken some of the load from McKinley and Stratfield Schools. However, this is not nearly enough for the

entire community, and additional new facilities must be provided quickly.

The new expressway that will run through Fairfield is taking the present Holland Hill School which is to be replaced by the New Holland Hill School. Land has already been acquired for the new school and plans are underway for building a twenty classroom structure. This new school will at least temporarily solve the problem in Districts Nine and Ten where the present Holland Hill and Grasmere Schools are located.

However, the problems near the beach and in the Southport area where Sherman and Pequot Schools are located are not so readily solved. Oldfield School, built two years ago between the two critical districts, was intended to solve the problem in this area and has done so to a limited extent. Growth in the area served by the Sherman School particularly was tremendous during the 1945-49 years (see District Growth Chart,) and nothing was done in the way of providing the new facilities needed. The size of the district was cut down by the building of Oldfield but growth in the Oldfield area during the same period had been so great that it relieved a future problem but did little to settle the present Sherman problem. Further, Sherman School is located in the center of Fairfield's business district, and, as such, creates many access problems for pupils in getting from home to school. The possibility of a new school in a more centralized location will be covered

in a later chapter in this investigation.

Pequot School is located in an area that has been growing at an even pace for the past fifteen years. The problem has been continually getting worse but nothing has been done to relieve it. The area immediately around the school has reached the saturation point and increased enrollment from that neighborhood is not expected. However, the part of the district north of the Post Road, including part of the Mill Hill area, is ripe for an increased population as the result of new developments, and it is from this direction that the Pequot School may anticipate future problems.

There are a number of other districts in Fairfield that at present are not extremely critical. However, in the next year and in the years following, these areas will have even more serious problems than those faced by the present critical areas. The new areas of consideration are North Stratfield, North Benson, Mill Plain and the Tunxis Hill and East Stratfield sections which are served by McKinley and the new Fairfield Woods Schools, respectively. The building of new homes and the tremendous influx of new families into these areas has actually doubled school requirements in the past decade. Children living in these areas are just now reaching school age and are creating a very serious space problem for the school system. Dwight School, which serves the largest district in square miles in the community, including the Greenfield

Hill section, also has exceeded its designed capacity and its enrollment will continue to increase.

The districts along the Bridgeport city line in the southeast corner of town are the only areas that do not have serious space problems and do not anticipate them in the future. These districts are served by the Nathan Hale, Washington, and Lincoln Schools. However, in the case of the latter two, the structures are old and very much outdated. It may in the future become advisable to combine these two schools into one new contemporary structure. These areas have already reached the saturation point in that there is no more space available for residential expansion. In some cases industry has moved in and replaced some of the less desirable housing, but this is not on a sufficiently large scale to be significant. It is recognized that school facilities in these areas must always be provided.

The problems of the grades at the junior high level are equally as serious as the elementary problems. As indicated previously, seventh and eighth grade students obtain their education in one of the four eight-grade elementary schools. These are Mill Plain, Grasmere, McKinley and the new Fairfield Woods Schools. These schools are overcrowded in the first six grades as shown before, and of course are expanded beyond capacity in grades seven and eight. In addition, it has been shown that the problems created by pupils completing the first six grades at

one local elementary school, and then going on to another crowded elementary school for grades seven and eight are numerous.

It would be more desirable to introduce a consistent junior high program of either two years or of three years. The introduction of either a 6-2-4 or a 6-3-3 program is necessary if the junior high pupils are to have full opportunity for equal education. This will mean converting or building one or two schools to offer only training at the junior high level.

The senior high problem exceeds the problems of either of the other levels. The present Roger Ludlow High School was designed for a capacity of between seven and eight hundred students. With the addition of several temporary structures, the enrollment limit was extended to a little more than nine hundred. During the 1953-54 academic year the enrollment was 1229. Anticipated enrollment for this fall will approach 1500, while by 1958 it is expected to be around 2100. The enrollment will increase in direct proportion to the spiraling enrollment in the elementary schools, with the limit in 1970 nearly four thousand for grades nine to twelve. In 1970 the enrollment for grades seven and eight will be near two thousand. This may be an indication that a 6-3-3 system should be introduced and in that way make the junior and senior high enrollments equal.

The expanding growth of the community over its

thirty-two square miles has placed a large number of pupils quite some distance from the present high school. The need for building a new high school in view of the increasing enrollment is quite obvious. It is quite possible that the new facilities should be placed in the area of most recent growth. There is little opportunity to expand the present facilities at Roger Ludlow because of land limitations and for that reason a new site will have to be found.

PRESENT

SCHOOL DISTRICTS

PRESENT SCHOOL DISTRICTS

FIGURE 4

PRESENT SCHOOL DISTRICTS
1953-54 YEAR

Stratfield Elementary School
Six Grades

District No. 2

Enrollment
Room Needs

Year	K	1	2	3	4	5	6	7	8
1954	84	83	105	85	63	86	79		
	2	3	4	3	2	3	3		
1955	91	84	83	105	85	63	86		
	2	3	3	3	3	2	3		
1956	72	91	84	83	105	85	63		
	2	4	3	3	3	3	2		
1957	75	72	91	84	83	105	85		
	2	3	4	3	3	3	3		
1958	46	75	73	91	84	83	105		
	1	3	3	3	3	3	3		

Year	Total Pupils	Rooms Avail.	Room Needs	+ or - Rooms
1954	585	20	20	0
1955	597	20	19	+1
1956	583	20	20	0
1957	595	20	21	-1
1958	556	20	19	+1

PRESENT SCHOOL DISTRICTS
1953-54 YEAR

Lincoln Elementary School — District No. 4
Six Grades

Enrollment
Room Needs

Year	K	1	2	3	4	5	6	7	8
1954	33	37	33	39	26	31	28		
	1	2	2	2	1	1	1		
1955	43	33	37	33	39	26	31		
	1	2	2	1	2	1	1		
1956	41	43	33	37	33	39	26		
	1	2	2	2	1	2	1		
1957	25	41	43	33	37	33	39		
	1	2	2	1	2	1	2		
1958	34	25	41	43	33	37	33		
	1	1	2	2	1	2	1		

Year	Total Pupils	Rooms Avail.	Room Needs	+ or - Rooms
1954	227	9	10	-1
1955	242	9	10	-1
1956	252	9	11	-2
1957	251	9	11	-2
1958	246	9	10	-1

PRESENT SCHOOL DISTRICTS
1953-54 YEAR

Fairfield Woods School
Eight Grades

District No. 5

Enrollment
Room Needs

Year	K	1	2	3	4	5	6	7	8
1954	69	73	91	62	44	39	40	160	127
	2	3	4	2	2	2	2	5	4
1955	76	69	73	91	62	44	39	144	160
	2	3	3	3	2	2	2	5	5
1956	94	76	69	73	91	62	44	155	144
	2	3	3	3	3	2	2	5	5
1957	85	94	76	69	73	91	62	157	155
	2	4	3	2	3	3	2	5	5
1958	69	85	94	76	69	73	91	191	157
	2	3	4	3	2	3	3	6	5

Year	Total Pupils	Rooms Avail.	Room Needs	+ or - Rooms
1954	705	24	26	-2
1955	758	24	27	-3
1956	808	24	28	-4
1957	862	24	29	-5
1958	905	24	31	-7

PRESENT SCHOOL DISTRICTS
1953-54 YEAR

McKinley School — District No. 6
Eight Grades

Enrollment
Room Needs

Year	K	1	2	3	4	5	6	7	8
1954	76	85	74	77	59	57	62	141	130
	2	3	3	3	2	2	2	4	4
1955	68	76	85	74	77	59	57	154	141
	2	3	3	3	3	2	2	5	4
1956	76	68	76	85	74	77	59	151	154
	2	3	3	3	3	3	2	5	5
1957	55	76	68	76	85	74	77	138	151
	2	3	3	3	3	3	3	4	5
1958	43	55	76	68	76	85	74	156	138
	1	2	3	2	3	3	3	5	4

Year	Total Pupils	Rooms Avail.	Room Needs	+ or - Rooms
1954	761	24	25	-1
1955	791	24	27	-3
1956	820	24	29	-5
1957	800	24	29	-5
1958	771	24	26	-2

PRESENT SCHOOL DISTRICTS
1953-54 YEAR

Washington Elementary School
Six Grades

District No. 7

Enrollment
Room Needs

Year	K	1	2	3	4	5	6	7	8
1954	27	29	29	18	23	23	28		
	1	1	1	1	1	1	1		
1955	16	27	29	29	18	23	23		
	1	1	1	1	1	1	1		
1956	20	16	27	29	29	18	23		
	1	1	1	1	1	1	1		
1957	16	20	26	27	29	29	18		
	1	1	1	1	1	1	1		
1958	11	16	20	16	27	29	29		
	1	1	1	1	1	1	1		

Year	Total Pupils	Rooms Avail.	Room Needs	+ or - Rooms
1954	177	8	8	0
1955	165	8	8	0
1956	162	8	8	0
1957	155	8	8	0
1958	148	8	8	0

PRESENT SCHOOL DISTRICTS
1953-54 YEAR

Nathan Hale Elementary School — District No. 8
Six Grades

Enrollment
Room Needs

Year	K	1	2	3	4	5	6	7	8
1954	19	21	25	26	24	28	27		
	1	1	1	1	1	1	1		
1955	31	19	21	25	26	24	28		
	1	1	1	1	1	1	1		
1956	29	31	19	21	25	26	24		
	1	2	1	1	1	1	1		
1957	13	29	31	19	21	25	26		
	1	1	2	1	1	1	1		
1958	25	13	29	31	19	21	25		
	1	1	1	1	1	1	1		

Year	Total Pupils	Rooms Avail.	Room Needs	+ or - Rooms
1954	170	10	7	+3
1955	174	10	7	+3
1956	175	10	8	+2
1957	164	10	8	+2
1958	163	10	7	+3

PRESENT SCHOOL DISTRICTS
1953-54 YEAR

Holland Hill Elementary School — District No. 9
Six Grades

Enrollment
Room Needs

Year	K	1	2	3	4	5	6	7	8
1954	45	36	53	41	33	49	39		
	1	2	2	2	1	2	2		
1955	58	45	36	53	41	33	49		
	2	2	2	2	2	1	2		
1956	29	58	45	36	53	41	33		
	1	2	2	2	2	2	1		
1957	36	29	58	45	36	53	41		
	1	1	2	2	2	2	2		
1958	38	36	29	58	45	36	53		
	1	2	1	2	2	2	2		

Year	Total Pupils	Rooms Avail.	Room Needs	+ or- Rooms
1954	296	8	12	-4
1955	315	8	13	-5
1956	295	8	12	-4
1957	298	8	12	-4
1958	295	8	12	-4

PRESENT SCHOOL DISTRICTS
1953-54 YEAR

Grasmere School — District No. 10
Eight Grades

Enrollment
Room Needs

Year	K	1	2	3	4	5	6	7	8
1954	73	56	75	70	43	65	64	60	51
	2	2	3	2	2	2	2	2	2
1955	64	73	56	75	70	43	65	66	60
	2	3	2	3	2	2	2	2	2
1956	58	64	73	56	75	70	43	71	66
	2	3	3	2	3	2	2	3	2
1957	68	58	64	73	56	75	70	44	71
	2	2	3	3	2	3	2	2	3
1958	55	68	58	64	73	56	75	76	44
	2	3	2	2	3	2	3	3	2

Year	Total Pupils	Rooms Avail.	Room Needs	+ or - Rooms
1954	557	17	19	-2
1955	572	17	20	-3
1956	576	17	22	-5
1957	579	17	22	-5
1958	569	17	22	-5

PRESENT SCHOOL DISTRICTS
1953-54 YEAR

Mill Plain School — District No. 11
Eight Grades

Enrollment
Room Needs

Year	K	1	2	3	4	5	6	7	8
1954	73 2	70 3	70 3	58 2	39 2	48 2	51 2	146 5	156 5
1955	68 2	73 3	70 3	70 2	58 2	39 2	48 2	209 6	146 5
1956	68 2	68 3	73 3	70 2	70 2	58 2	39 2	196 6	209 6
1957	60 2	68 3	68 3	73 3	70 2	70 2	58 2	188 6	196 6
1958	40 1	60 2	68 3	68 2	73 3	70 2	70 2	208 6	188 6

Year	Total Pupils	Rooms Avail.	Room Needs	+ or - Rooms
1954	711	22	26	-4
1955	781	22	27	-5
1956	851	22	28	-6
1957	851	22	29	-7
1958	845	22	27	-5

PRESENT SCHOOL DISTRICTS
1953-54 YEAR

Oldfield Elementary School — District No. 13-A
Six Grades

Enrollment
Room Needs

Year	K	1	2	3	4	5	6	7	8
1954	130	68	89	59	48	51	55		
	3	3	3	2	2	2	2		
1955	107	130	68	89	59	48	51		
	3	5	3	3	2	2	2		
1956	98	107	130	68	89	59	48		
	2	4	5	2	3	2	2		
1957	104	98	107	130	68	89	59		
	3	4	4	4	2	3	2		
1958	62	104	98	107	130	68	89		
	2	4	4	4	4	2	3		

Year	Total Pupils	Rooms Avail.	Room Needs	+ or - Rooms
1954	500	20	17	+3
1955	552	20	20	0
1956	599	20	20	0
1957	655	20	22	-2
1958	658	20	23	-3

PRESENT SCHOOL DISTRICTS
1953-54 YEAR

Sherman Elementary School
Six Grades

District No. 13-B

Enrollment
Room Needs

Year	K	1	2	3	4	5	6	7	8
1954	69	68	61	54	37	37	36		
	2	3	3	2	2	2	2		
1955	87	69	68	61	54	37	37		
	2	3	3	2	2	2	2		
1956	83	87	69	68	61	54	37		
	2	3	3	2	2	2	2		
1957	65	83	87	69	68	61	54		
	2	3	3	2	2	2	2		
1958	49	65	83	87	69	68	61		
	1	3	3	3	2	2	2		

Year	Total Pupils	Rooms Avail.	Room Needs	+ or - Rooms
1954	362	12	16	-4
1955	413	12	16	-4
1956	459	12	16	-4
1957	487	12	16	-4
1958	482	12	16	-4

PRESENT SCHOOL DISTRICTS
1953-54 YEAR

Dwight Elementary School — District No. 15-B
Six Grades

Enrollment
Room Needs

Year	K	1	2	3	4	5	6	7	8
1954	34	40	40	25	25	35	32		
	1	2	2	1	1	1	1		
1955	47	34	40	40	25	25	35		
	1	2	2	2	1	1	1		
1956	42	47	34	40	40	25	25		
	1	2	2	2	2	1	1		
1957	46	42	47	34	40	40	25		
	1	2	2	1	2	2	1		
1958	32	46	42	47	34	40	40		
	1	2	2	2	1	2	2		

Year	Total Pupils	Rooms Avail.	Room Needs	+ or - Rooms
1954	231	7	9	-2
1955	246	7	10	-3
1956	253	7	11	-4
1957	274	7	11	-4
1958	281	7	12	-5

PRESENT SCHOOL DISTRICTS
1953-54 YEAR

Pequot Elementary School — District No. 16
Six Grades

Enrollment
Room Needs

Year	K	1	2	3	4	5	6	7	8
1954	54	41	47	39	35	38	42		
	2	2	2	2	1	2	2		
1955	59	54	41	47	39	35	38		
	2	2	2	2	2	1	2		
1956	62	59	54	41	47	39	35		
	2	2	2	2	2	2	1		
1957	51	62	59	54	41	47	39		
	2	3	2	2	2	2	2		
1958	40	51	62	59	54	41	47		
	1	2	3	2	2	2	2		

Year	Total Pupils	Rooms Avail.	Room Needs	+ or - Rooms
1954	296	9	13	-4
1955	313	9	13	-4
1956	337	9	13	-4
1957	353	9	15	-6
1958	354	9	14	-5

PROPOSED

SCHOOL MASTER PLAN

PROPOSED SCHOOL MASTER PLAN

The initial step in solving the problems of a poorly functioning school system is a complete evaluation of the system now in operation. A careful investigation to determine the factors that are most seriously binding the present program must be made before any relieving measures of a permanent nature can be proposed. Once the major problems are clearly in mind and we are thoroughly familiar with the present facilities and anticipated growth we can begin work on the formulation of a new, more sound program that will avoid the pitfalls and weaknesses now hampering the present program.

In Fairfield there is a unique problem in which several of the elementary schools offer a six-year program, while others operate on an eight-year program. Those that attend the six-year school take grades seven and eight at a second elementary school. There is no junior high in the community, as such, although there is quite obviously a need for one. All pupils in the community upon completing the eighth grade go on to Roger Ludlow High School, the town's only complete secondary school.

The introduction of an overall consistent program for Fairfield is the first phase to be considered. This program may be the 4-4-4, 6-3-3. or the 6-2-4 system in which the first figure indicates the number of years in elementary

school, the second figure in junior high, and the third in senior high. There is also the possibility of introducing a comprehensive 8-4 program in which the junior high is eliminated completely and all elementary schools offer the first eight grades. In any case, it is imperative that a combination of these as now in operation be avoided.

The selection of any particular one of these programs is dependent upon consideration of a number of factors. The primary point is to examine the facilities now available. Second, we must consider the present enrollment, and third, we must study the anticipated growth of the community in the forseeable future. Availability of land and money for the construction of new educational plants also must be considered in preparing a master plan program.

Beginning with the last point first, because in this case it can be readily discarded, we note that the community is reasonably wealthy in proportion to the population. The majority of families own their own homes. There is no unemployment problem in the community and none is expected in the future. The town depends economically on the prosperity of the industrial city of Bridgeport. Bridgeport is a city of diversified industry and, as such, is not expected to suffer an economic collapse, as is possible in a one industry city. Of course, any community has its problems in getting money for town improvements, but in Fairfield

we can expect the finances to be available if the proposed program will relieve the current school problems and improve the community.

Under the heading of facilities available, there is a much more serious problem. As noted previously, the present and the anticipated enrollments far exceed the space at hand. The elementary schools, as a result of the redistribution of growth, are tremendously overcrowded. The intermediate grades are very short of space, while the high school enrollment exceeds the design capacity by more than forty percent.

Adoption of an 8-4 program would necessitate additions to all but four of the elementary schools, and would mean duplication of facilities in grades seven and eight that could be avoided by the construction of a junior high school. It would still be necessary to build at least three new elementary schools. The four-year senior high program presents the same problems that now exist. Present enrollment exceeds design capacity by three hundred and is increasing at the rate of two hundred and fifty per year. By 1970, it is expected to reach thirty-eight hundred. There is limited land available at the site of the present Roger Ludlow High School, and it is not considered feasible to add to the present structure on a large scale. In lieu of expanding the present facilities, the community could build a new

high school to accommodate three thousand pupils. The new school would be built in Holland Hill area near the site of the proposed New Holland Hill School, in order to serve the bulk of the secondary school enrollment. The present high school, coupled with a three thousand pupil new high school would serve the community together. However, they would be poorly placed in relation to population centers and the sizes of the two schools. The 8-4 program is felt to be very costly, as the investment necessary in adding to the present schools, plus the construction of the new schools, would far exceed the costs of building the same number of new elementary schools plus a junior and senior high school. The 8-4 program would be more adaptable if the community were much larger and the distances between schools were greater. However, in Fairfield, where the distances to be traveled are relatively short, this is not an important consideration.

The 4-4-4 program, on the other hand, would leave many surplus classrooms in certain districts and would cause pupils in grades five and six to travel longer distances to junior high schools than otherwise necessary. It would require building three new elementary schools, as well as three new junior highs and one new senior high. The 4-4-4 program would be more adaptable in densely populated cities where the distances traveled are very small.

This program is felt to be the most expensive and wasteful of any of those suggested.

The 6-3-3 and the 6-2-4 programs would be less expensive than the others, and the selection of one in preference to the other is dependent entirely upon the problems faced at the secondary level. In either case the elementary program would be six-years, and, therefore, this part of the cost would be the same in both programs.

The six-year elementary school program is more adaptable to the local situation than either of the programs discussed previously. Three of the present schools adaquately serve their districts, and will do so for years to come. These schools would be too small to handle an eight-year program, however, and too large for a four-year program. Three other schools that are currently heavily overcrowded are the three that offer eight-year programs. If we transfer all of the seventh and eighth grade pupils from these schools to a new junior high we would make available to the elementary schools some twenty-two rooms that would do a great deal in relieving their space problems. This is particularly true at the Mill Plain and Grasmere Schools, where the space problem is extremely acute. The third eight-year school, McKinley, will have a serious problem in the next three years.

It will be necessary to build four new elementary

PROPOSED SCHOOL DISTRICTS

FIGURE 5

schools in this program, but would not require changes in any of the present structures. This would result in a substantial saving in comparison to the 8-4 or the 4-4-4 programs in which much more building would be required, and in the case of the latter program, some of the present facilities would be surplus.

As noted previously, it is the problems at the secondary level that will determine the selection between the 6-3-3 and the 6-2-4 systems. The present high school faces very serious problems and, as noted in covering the 8-4 program, it is advisable to build a second high school rather than attempt to add to the present structure.

In a four-year high school program the enrollment will reach a peak of thirty-eight hundred, with the junior high enrollment for grades seven and eight reaching half of that. In a 6-3-3 program the peak senior and junior high levels would be twenty-eight hundred for each. The present Roger Ludlow High has a capacity that exceeds nine hundred, though the present enrollment is thirteen hundred, while the new Fairfield Woods School, with its twenty-four classrooms, will take seven hundred pupils. These are the only two schools now erected that would be used for secondary training in either of the programs under consideration. Of course, until either of these programs can be put into operation, the present neighborhood schools will have to

continue to offer grades seven and eight. The Fairfield Woods School would be put into operation this fall as a junior high and would relieve McKinley of its seventh and eighth grade responsibilities. In the plan now in effect, the Fairfield Woods School is to be an eight-year elementary school although two-thirds of its classrooms are to be devoted to grades seven and eight alone.

If the 6-2-4 program is to be used, it will be necessary to build to accommodate three thousand pupils at the high school level in addition to the number enrolled at Roger Ludlow. Also, it would be necessary to build facilities to serve nineteen hundred junior high students. This would require building at least one new senior high for three thousand and two new junior high schools for approximately one thousand each.

On the other hand, in a 6-3-3 system, it would be necessary to build a high school to accommodate two thousand and two new junior highs with a capacity of fourteen hundred each. In either case, this construction would be in addition to the new facilities required at the elementary level.

Many educators feel that a senior high school should never exceed an enrollment of fifteen hundred if the pupils are to maintain a sense of individuality, and that a junior high should be limited to the same size. They point out

that attending school becomes very boresome and uninteresting if the individual student is very minor in relation to the number enrolled. They point out, too, that fewer students per unit number can participate in any one activity and at the same time state that the individual student can participate in less activities in an extremely large school than in a smaller school. This is particularly true in drama, athletics, and publications where large numbers of students are after a few key jobs. It has been felt for some time that if more students were encouraged to participate in school activities, there would be less juvenile delinquency and consequently less crime committed after those people leave school.

If we are to observe the educators recommendations in regard to size, and it seems very advisable that we do, we find that in order to provide facilities for thirty-eight hundred senior high students it will be necessary to build two new high schools in addition to the facilities already available at the present plant. At the same time, it would be necessary to provide a second junior high in addition to the new Fairfield Woods School.

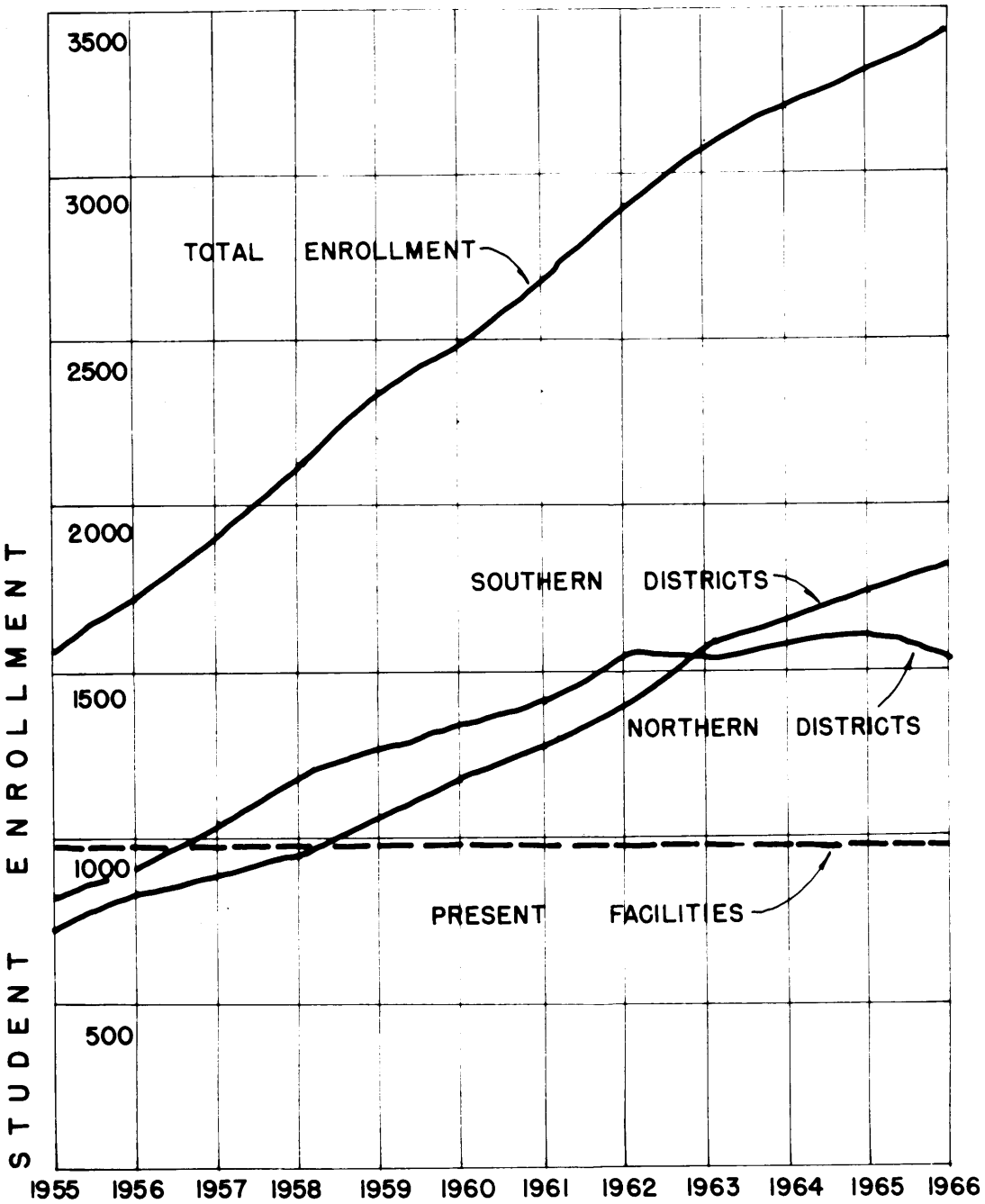
In the 6-3-3 program the senior high facilities must serve a twenty-eight hundred enrollment, which would mean constructing two new high schools to serve one thousand pupils each, along with the present Roger Ludlow plant.

It also would be necessary to build a new junior high with a capacity of fifteen hundred and to expand the new Fairfield Woods School to double its present size.

In the investigation to this point, we have aimed for the eventual peak enrollment in the school system and found that this will require an extensive building program. If we bear in mind the fact that the present enrollments approximate only half the anticipated peak, we find that we can introduce a more economical program and employ a less rapid construction schedule. In this way, we can avoid numerous financing problems.

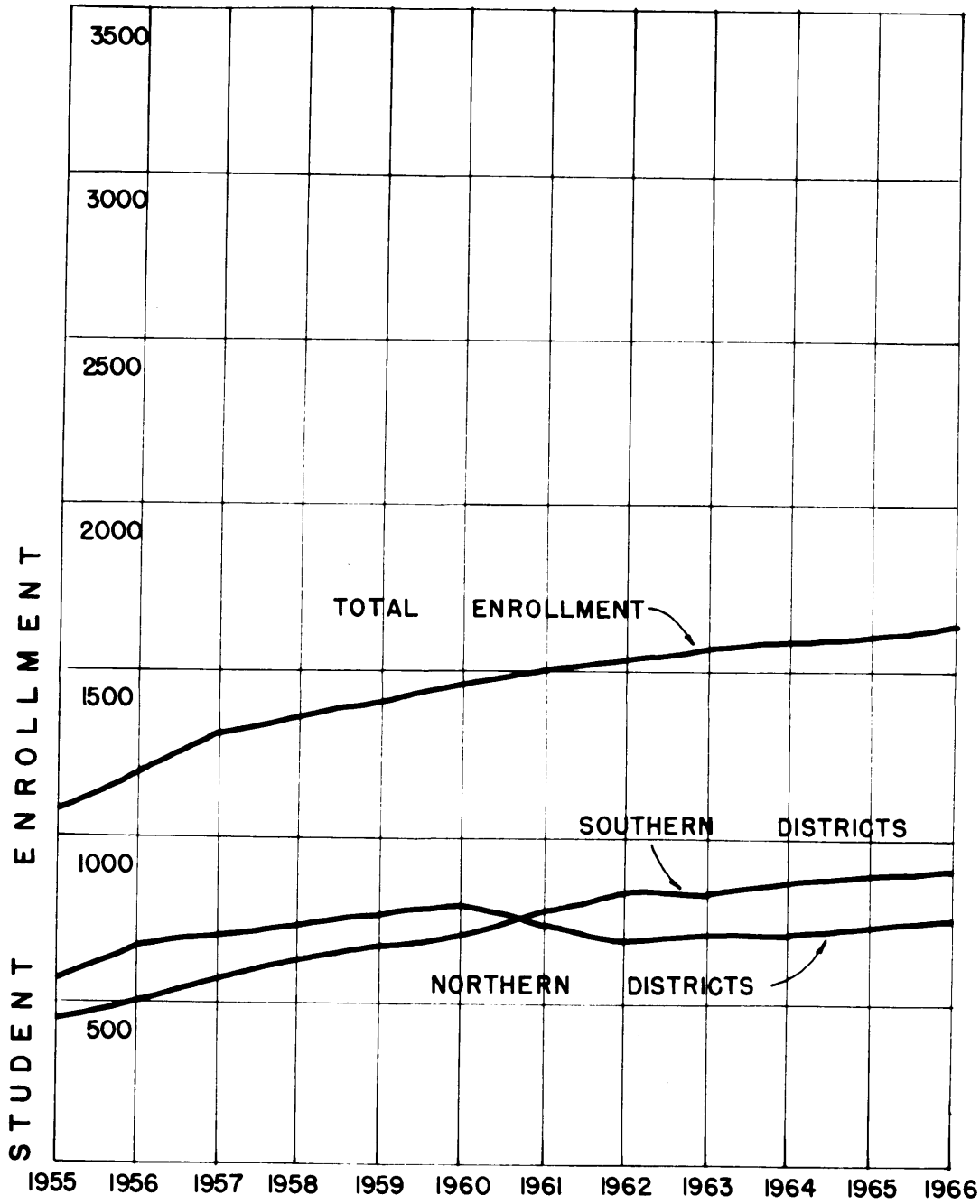
A careful study of the anticipated enrollment charts for the secondary schools (see Figure 6, 7, 8, and 9) clearly illustrates the variation in each program for each of the next twelve school years. It shows that if we use the program with the four-year senior high, the second new high school is not required until 1961 when the total enrollment passes twenty-five hundred. At the same time we note that the new junior high is needed immediately although the Fairfield Woods School would not need to be expanded until 1966.

In the program with the three-year senior high we note that the second new high school is not needed until 1967. In this program, as in the one described above, the new junior high is required immediately. However, in this



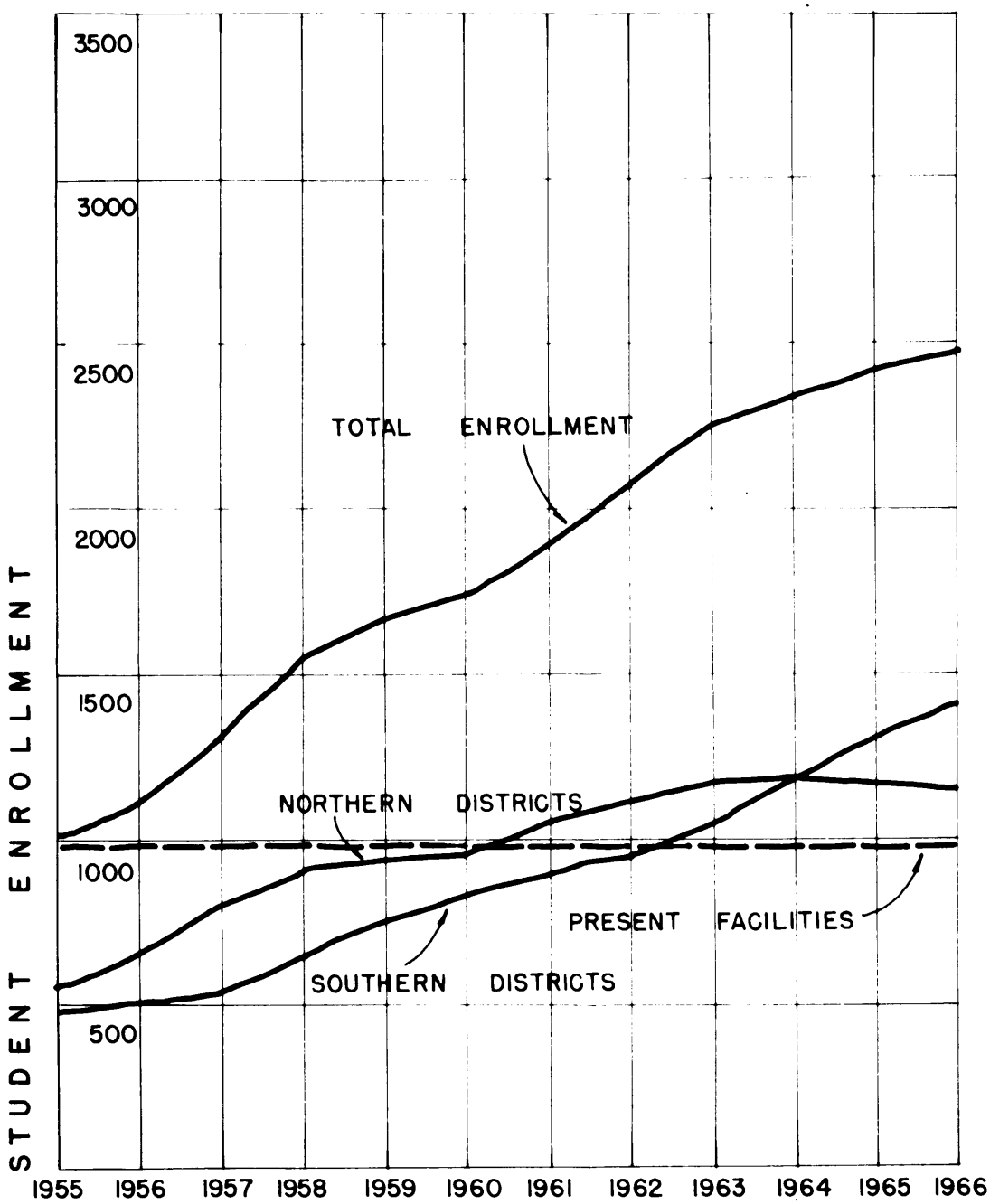
4 - YEAR HIGH SCHOOL

FIGURE 6



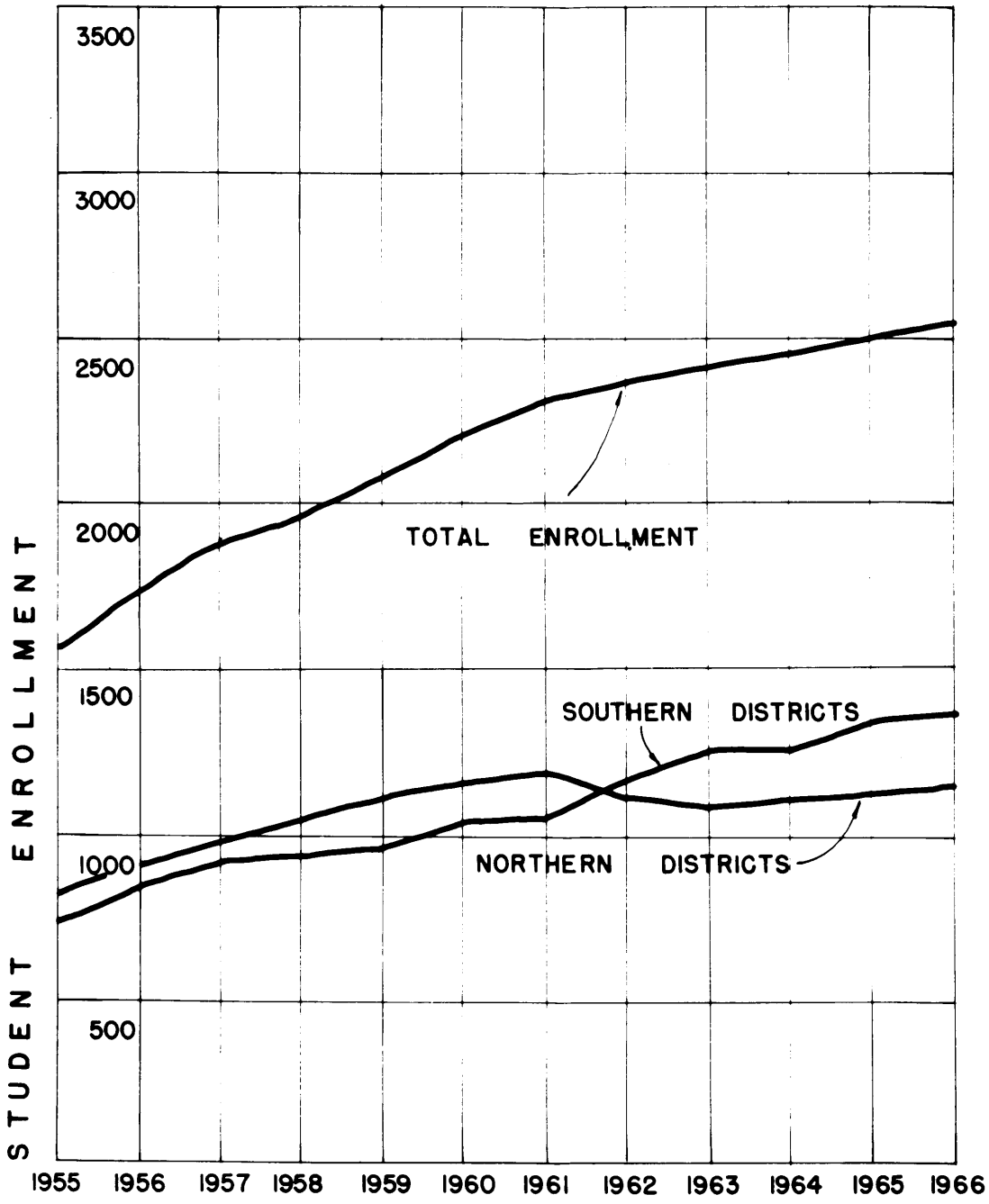
2 - YEAR JUNIOR HIGH

FIGURE 7



3 - YEAR HIGH SCHOOL

FIGURE 8



3 - YEAR JUNIOR HIGH

FIGURE 9

case the Fairfield Woods addition is required by 1956. In either program we must, of course, build the same amount of spaces. The only difference is that in the 6-3-3 program the last building built is the second high school, while in the 6-2-4 the last construction work is the addition to the Fairfield Woods School. Of course the new high school is much more costly than the Fairfield Woods addition, and for that reason the 6-3-3 would have an advantage over the 6-2-4 program, in that the total costs could be spread over a greater number of years. However, in either of these programs we observe that if the facilities are provided at the dates indicated, we will have many surplus spaces immediately after each structure is completed, and this is not economical.

As the permanent solution we propose to use the good points of both the 6-3-3 and 6-2-4 programs. In this way we can avoid duplication of facilities and at the same time maintain a program in which the enrollment at all levels approaches ninety per cent of design capacity and rarely exceeds one hundred per cent. This will avoid the surplus of spaces in the system immediately after a large high school, either junior or senior, is built.

In our system we propose to put the four-year high school program in effect in September 1956. The date of two years from now is selected because that much is required

to properly design, prepare working drawings, and build a satisfactory high school of the size required. In the meantime, the problems that now exist will multiply. They will be helped somewhat by the opening of the Fairfield Woods School this fall and the opening of the New Holland Hill School in the fall of 1955. However, there will be no opportunity to relieve the high school problem unless temporary frame structures are built at the site of the present high school. In lieu of this, a two shift day could be introduced. Either solution is weak, but the problem facing the Town of Fairfield is that there are more children of the school age than there are spaces in the system, and it takes time tp prepare new facilities. A new school has been opened in Fairfield in each of the past two years and new ones will be opened in each of the next two. This it not enough. It is clear that the community must step up its building program.

With the opening of school in the fall of 1956, the proposed Fairfield North High School at the lower end of McKinley District is to be ready for occupancy. It is to have a design capacity of fourteen hundred pupils. The size of the new school is determined from the projected enrollment charts (Figures 6 and 8 .) On the four-year high school chart we observe that anticipated enrollment for the northern districts is continually rising until

1962 and after that time the curve becomes reasonably level. This occurs because the northern areas nearer the Bridgeport city line shall by that time become built to near capacity, and growth after that date is not expected to be in significant quantity. The main increase in population after that date will come from the central and western parts of town, including Mill Plain, North Mill Plain, North Benson and Mill Hill areas. This growth will more directly affect the southern district secondary facilities. The total spaces then available in the four-year high school system will be fourteen hundred at Fairfield North and nine hundred at the present Roger Ludlow, making a total of twenty-three hundred. The projected enrollment charts show eighteen hundred for 1956, and it increases to twenty-three hundred by 1959.

At the junior high level which, in the program to be introduced initially, includes only grades seven and eight, the projected enrollment charts show a 1956 enrollment of twelve hundred. Seven hundred of these will be assigned to the new Fairfield Woods School, four hundred at Mill Plain and one hundred at Grasmere School. However, it is observed that the present facilities will not be able to serve much more than thirteen hundred pupils, even under crowded conditions. The projected enrollment charts show that the thirteen hundred figure will be surpassed by 1959,

and at that time additional junior high facilities will be required. As noted previously, the twenty-three hundred spaces available in the high school system will also be filled by that time.

In order to solve the space problem at both the junior and senior high levels that have developed by 1959, we propose to build a second new high school. This school will be known as Fairfield South and will be located between Mill Plain Road and Round Hill Road in the Mill Plain District. The school will serve fifteen hundred pupils.

The opening of this new school in the fall of 1959 will release the facilities of the present high school, Roger Ludlow, serving the southern districts, for use at the junior high level. This construction will increase the spaces at the senior high level to twenty-nine hundred, which will more than serve the twenty-four hundred senior high students expected at that time. However, the high school enrollment is increasing at a rate of two hundred a year so that the twenty-nine hundred capacity will be reached by 1962.

At the same time, by converting Roger Ludlow for the use of grades seven and eight, the total number of available junior high spaces will be increased to sixteen hundred. The enrollment in 1959 is expected to be slightly

more than fourteen hundred and it will reach sixteen hundred by 1963. The conversion of Roger Ludlow School to a junior high relieves Grasmere and Mill Plain Schools of any secondary responsibilities, and will permit them to devote the additional classrooms which will then be available to solving their space problems for the first six grades.

As noted, the four-year high school program will reach the twenty-nine hundred capacity in 1962 and increase to thirty-one hundred by 1963. At the same time the junior high facilities will have reached capacity by 1963.

As the preliminary step in solving the space problem that will exost in 1963, we consider the expansion of Fairfield Woods School. Starting in the spring of 1962, we propose that an additional 24-classroom wing be added at Fairfield Woods to bring the capacity to fourteen hundred and fifty. This wing will be ready for occupancy by September, 1963.

Also, at the start of the 1963 academic year, we propose to permanently change from the 6-2-4 that has been in effect for seven years to the 6-3-3 system. This will immediately accomplish a number of important things. Primary among the changes that will result is the increased space at the high school level. The change from the four to the three year high school will reduce the anticipated enrollment to eleven hundred at Fairfield South and thirteen

hundred at Fairfield North. At the same time the increase from two to three years at the junior high level will bring the anticipated enrollment to about twenty-four hundred. This is at design capacity. However, the anticipated growth at the junior high level for the four years following the change in programs is less than fifty a year and this can be handled in the facilities then available.

We had considered the possibility of making the new Fairfield Woods addition larger to bring the entire number of junior high spaces up to twenty-six hundred, but this idea was abandoned because the bulk of the future growth in the community after 1963 will be in the southern part of town. This is reflected in the projected enrollment charts which show the southern district enrollment larger than the northern enrollment in the three-year junior high program after 1962. The same is true at the high school level three years later. It is for that reason that the Fairfield South School is slightly larger than Fairfield North.

The last building to be constructed in the overall master plan is a new junior high school to serve grades seven, eight and nine. Projected enrollment charts indicate that the new junior high should be opened in September of 1967. However, we do not feel that enough definite information is available today to properly locate this new

installation. It is apparent that this new school will have to be somewhere in the southern district in view of the direction of the anticipated growth, but a site can not be selected at this time.

In determining the size of this new junior high school we will have to bear in mind the condition of the present Roger Ludlow School, which by 1967 will be forty years old. Also, Roger Ludlow is in the heart of the commercial center, occupying very valuable business land and it is possible that the land occupied by today's high school would be more valuable for business. In view of these facts, it would be wise to consider the possibility of the new junior high having an eventual capacity of fifteem hundred, although it may be limited to seven hundred at the time of initial construction.

The overall program being proposed directs itself towards aligning two school systems within the community. Both of these systems are to eventually operate on a 6-3-3 program to facilitate easy transfer from one school to the other.

A redistribution of districts has been planned so that the areas that have expanded most rapidly during recent years can have additional classroom space. This is done either by reducing the size of the district the school serves, or by building new facilities. The actual manner

in which these alterations have been made and the reasons for them are discussed on the following pages.

The final system classifies seven school districts as northern and seven others as southern. Each of these fourteen districts has, or will have, a school to serve the first six grades. After completion of the elementary school program the northern district pupils will attend junior high at Fairfield Woods and senior high at the new Fairfield North. Pupils completing the elementary schools in the southern districts will attend junior high at the converted Roger Ludlow and senior high at the new Fairfield South High School. The third junior high school, discussed earlier, will be built sometime after 1967 and will serve the southern districts.

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

Elementary School Enrollments
Six Grades

NORTH

District	School-Rooms	1956	1957	1958
No. 1	North Stratfield-15	311-13	321-14	336-14
No. 2	Stratfield-20	547-19	533-19	489-17
No. 3	McKinley-24	595-22	594-23	566-22
No. 4	Lincoln-9	211-8	211-9	188-8
No. 5	Washington-8	163-8	156-8	151-8
No. 6	Nathan Hale-10	225-10	220-10	221-9
No. 7	New Holland Hill-20	439-17	491-17	493-18

SOUTH

District	School-Rooms	1956	1957	1958
No. 8	North Benson-11	182-9	222-9	190-9
No. 9	Grasmere-17	383-15	404-16	388-15
No. 10	Town Hall-21	506-19	509-19	538-20
No. 11	Mill Plain-22	553-20	572-20	579-21
No. 12	Oldfield-20	552-19	596-21	602-21
No. 13	Pequot-9	207-8	209-9	209-9
No. 14	Dwight-7	150-7	151-8	148-7

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

District No. 1 North Stratfield School 15 Classrooms

The North Stratfield District, including areas east of the Hemlocks Reservoir and north of the Fairchild-Wheeler community park, is one of the most fertile areas for growth. Zoning is convenient for small homes, particularly in the Easton Turnpike area and it is in homes of this size that we usually find the larger families. There are at present several new developments in the area including a very large sub-division east of the Black Rock Turnpike at the Merritt Parkway entrance. The area adjacent to the reservoir is zoned for one and two-acre plots, and for that reason growth in the area insofar as it concerns school enrollment will be limited.

At present, children living in the North Stratfield area are divided between the Dwight, Stratfield and Fairfield Woods school districts. Students at the senior high level attend the overcrowded Roger Ludlow High School as much as five miles from home. Junior high students are scheduled to attend the new Fairfield Woods School this fall.

In the proposed plan, all students will attend the new fifteen-room elementary school. After that they will attend the new Fairfield Woods Junior High and complete their education at the new Fairfield North High School at the intersection of Melville Road and Knapps Highway.

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

District No. 2 Stratfield School 20 Classrooms

The Stratfield District is one of the more important suburban residential areas in greater Bridgeport. This area is more closely related to Bridgeport than to Fairfield because of its proximity to the larger city. The area has been growing very rapidly as illustrated in the District Growth Chart, and has now reached the point of near saturation. There is an area for possible growth at the east end of the district near the Bridgeport city line, and it is in this area that there may in time be a problem in regard to elementary school enrollment.

At present, the Stratfield School receives students from its own district. In our overall proposed plan for the school districts in the Town of Fairfield we have added a new school in District 1, and this will relieve the expected increase of enrollment of the Stratfield School. For this reason, the present facilities will not be changed.

After completing their first six years of education, the students of this area go on to the Fairfield Woods School for grades seven and eight. They complete their twelve year education at Roger Ludlow High School.

In the revised program, students of this area continue their schooling in the same manner, except that the last four years are completed at Fairfield North High School.

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

District No. 3 McKinley School 24 Classrooms

The McKinley District includes an overly crowded area east of Tunxis Hill Road as well as a more lightly crowded area to the north near the new Fairfield Woods School. Growth in District 3 will be in the latter area, and may in time necessitate the creation of a new district, and with it the construction of a new elementary school. The McKinley School has eight grades at present and is crowded. Grades seven and eight are received from the Lincoln, Washington, and Nathan Hale Districts, as well as the McKinley District.

In the proposed plan, all the junior high students in this area will attend the new Fairfield Woods School. This will relieve the load of the McKinley School and as such, the facilities will not be altered. We have found in the redistribution of the districts that the enrollment in the McKinley School will not exceed the space available through 1960. After that, the district plans may have to be altered as enrollment fluctuates in surrounding areas and as new homes are built.

At present, students from the McKinley District finish the final four years at the Roger Ludlow High School. In the proposed master educational plan, the District 3 students will finish their education at the new Fairfield North High School.

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

District No. 4 Lincoln School 9 Classrooms

The Lincoln District is in somewhat the same position as the Stratfield Distridt, in that it is one of the finer suburban areas of greater Bridgeport and is more closely allied with this industrial center than it is with its own town of Fairfield. The area itself is presently crowded to the saturation point. It is wealthy with large, very fine homes, and in these homes we usually find families whose children have completed school. There are a number of smaller homes in the district that have been built in the past ten years, and it is in these homes that we find the families with children of school age. It is recognized that those homes now having children in them will in many cases always have them. This is due to the fact that homes designed for children are no longer suitable after the family grows up and are sold to new families having children of the school age.

At present, students finishing their six years at the Lincoln School go on to grades seven and eight at the McKinley School and then attend high school at Roger Ludlow. In the proposed plan, students will have six years at the Lincoln School, two years at Fairfield Woods, and the final four years at the new Fairfield North High School.

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

District No. 5 Washington School 8 Classrooms

Washington District is one of the small and very crowded districts in Fairfield. There will be a slight tendency for the enrollment to decrease in the next few years but not enough to be significant. All classes at present are small and will continue as such. The present structure is an old frame building in reasonably good condition, but not up to the standards of the other newer schools in Fairfield. In view of the physical condition of the Lincoln School in neighboring District 4, it is quite possible that sometime in the future the two schools will be combined into one new, modern structure. Maintenance would cost less for the community by avoiding duplication of facilities. However, for the purpose of this investigation, we will assume that both schools will continue in operation.

Students currently enrolled at Washington School upon completion of the first six years attend junior high at McKinley School in District 3 and finish at the crowded Roger Ludlow High School.

In the proposed plan, District 5 students will finish grades seven and eight at the new Fairfield Woods Junior High and go on to high school at the new Fairfield North High School.

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

District No. 6 Nathan Hale School 10 Classrooms

The Nathan Hale District is another of the areas that is faced with a decreasing enrollment at the elementary school level. The residential element in this district is slowly being forced out by the influx of industry, causing a surplus of empty seats in the present school. There is every indication that this situation will remain the same with the area eventually being almost all industry and business. The location of the area adjacent to a business district in Bridgeport is the factor that directs the character of the Nathan Hale neighborhood.

In spite of the growing industry, it is recognized that there will always be need for a school in this area. In order to fill some of the empty spaces in the classrooms, we have increased the size of the district and in that way relieve some of the crowded conditions in the Holland Hill area.

Under the present school master plan, students finishing the first six grades at Nathan Hale go on to grades seven and eight at the McKinley School and finish at the present Roger Ludlow High School.

In the proposed master plan, the new Fairfield Woods School will furnish the junior high education. Fairfield North High School will furnish the final four years.

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

District No. 7 New Holland Hill School 20 Classrooms

The New Holland Hill District is in the heart of a rapidly growing residential area near the density center of Fairfield. Many homes here are new and occupied by families with small children that will pose a serious space problem in the future. Children of this area currently attend the old Holland Hill School and crowd into the present eight classrooms. However, the current school is in the path of the new expressway that parallels the railroad and therefore will be demolished. The New Holland Hill School will be located nearer the center of District 7 and will have twenty classrooms. The majority of children living in this area are of pre-school age and have not crowded the schools. Within the next two or three years, however, the problem will become acute and additional space will be urgently needed.

Holland Hill District students now attend McKinley School in grades seven and eight and Roger Ludlow Senior High School.

In the proposed school master plan students in this district will attend Fairfield Woods Junior High School and Fairfield North High School to be constructed in District 3 near the present McKinley School.

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

District No. 8 North Benson School 13 Classrooms

The North Benson District is another of the rapidly growing areas that, until a few years ago, was on the fringe of the residential sections of Fairfield. With the skyrocketing population of the community, many new homes have been built in this area. The majority of children living in District 8 are of pre-school age and have not contributed to the school problem as yet. However, within three or four years crowded conditions will become quite acute. At present, pupils of the area attend Holland Hill, Grasmere, and McKinley Schools at the elementary level. They obtain junior high education at McKinley School and complete their learning at Roger Ludlow.

In the proposed school master plan, we call for a new elementary school of thirteen classrooms for District 8. This school will be scheduled to be opened September, 1956. Until that time the pupils will continue in their present schools in neighboring districts.

In the new plan, this will be considered as a southern district school, and as such those completing the new North Benson elementary program will continue their education at the present Roger Ludlow High School which will be altered to become a junior high only. The final four years will be completed at the proposed Fairfield South High School.

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

District No. 9 Grasmere School 17 Classrooms

The Grasmere section is a combination of business, industrial, and residential areas. In land coverage, it is approaching the saturation point. There are still some divisions that can be developed, but very few. The present school serves the first eight grades with graduates going to Roger Ludlow Senior High. The intended district plan has less residential potential and more business expectation. In addition, present facilities will be limited to the first six grades. These two factors will relieve the prevailing overcrowded conditions.

Grasmere School serves a good district east of North Benson Road, southeast of Fairfield University. In addition, there are several developments near Holland Hill Road as well as an older medium quality area south of the Post Road. The school itself is quite new and is in excellent condition.

In the new school master plan, pupils finishing the first six grades at Grasmere will go on to the remoceled Roger Ludlow School for grades seven and eight, and will finish their secondary training at the proposed Fairfield South High School. This program as it affects District 9 is scheduled to go into effect no later than the fall of 1958, when the new high school will be finished.

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

District No. 10 Town Hall School 21 Classrooms

Proposed District 10 is now served by the old Sherman School in the center of the business section of Fairfield. Sherman School was originally placed there to serve the immediate area around it. However, with time, the business interests of the community have grown up around it and forced residential areas farther to the south. In addition, the many sub-divisions built in this part of town in the past ten years have moved the population center of the area also to the south. Pupils now attending the overcrowded and outdated Sherman School must all come from one direction and pass through a busy business area to attend classes. Present facilities offer only limited outside play area as well as classrooms.

The new school master plan calls for the erection of a new larger school on a site that is more suitable for an elementary school installation. The larger school is to be known as Town Hall School and is to consist of twenty-one classrooms.

Students now living in District 10 attend Mill Plain School for grades seven and eight and complete their education at Roger Ludlow School. In the new plan they will obtain their junior high education at Roger Ludlow and their senior high education at Fairfield South.

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

District No. 11 Mill Plain School 22 Classrooms

The Mill Plain District is one of the largest and has the greatest potential for future growth of any of the districts of Fairfield. At present, there is considerable farmland, particularly in the western part, and to some extent in the northern part. It is anticipated that in the next ten years there will be sizeable growth in the western end of the section in the neighborhood that is known as Mill Hill. If this anticipated growth is realized, it may in the next ten years become necessary to build another school known as the Mill Hill School.

The existing Mill Plain School offers the first eight grades with forty percent in grades seven and eight. Seventh and eighth-graders are from surrounding areas that have six-year elementary schools. In the new school master plan, we propose that Mill Plain be made a six grade school. This will permit the school to serve a much larger district than presently served, as well as relieve the current crowded conditions.

Under the program now in use, students completing the Mill Plain curriculum complete their education at the present Roger Ludlow High School. In the proposed plan, District 11 pupils will attend grades seven and eight at Roger Ludlow and the last four years at Fairfield South High.

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

District No. 12 Oldfield School 20 Classrooms

The Oldfield District, south of the Post Road and including Pine Creek Beach, is an area that grew in large proportions during the the 1945-49 period as shown on the District Growth Chart. Children of these families are just now enrolling in school and creating a serious space problem. The Town of Fairfield anticipated this problem and in the past year opened the new twenty-classroom Oldfield School. In our proposed district plan, we have reduced the size of District 12 by transferring pupils of the Reef Road area to the proposed Town Hall School. This helps to ease the space problem anticipated for the next ten years. If the growth of this district along with District 10 is such that both new schools are overcrowded a third school in the Reef Road area may be built. At present, this is not felt necessary.

Pupils in the Oldfield District currently attend the new Mill Plain School for grades seven and eight and complete grades nine through twelve at Roger Ludlow High.

In the proposed school master plan, pupils of this area will receive their junior high training at the altered Roger Ludlow and finish their secondary education at the proposed Fairfield South High School.

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

District No. 13 Pequot School 9 Classrooms

The Pequot School District, which includes Southport, is one of the most seriously crowded areas in Fairfield. Several new housing developments built in the past ten years have added to an overcrowded situation that has existed for some time. The present district arrangement includes a part of the Mill Hill area. The boundary on the east is determined by the Southport Harbor and on the west by the Westport Town Line. The new plan offered by our program calls for a reduction of the size of this district by limiting the northern boundary to the Post Road. This is a natural barrier more logical than the arbitrary line now in effect. Students living in the amputated area will then attend Mill Plain School. Within the new district there is little prospect of increased enrollment, and for this reason the present nine classrooms should be satisfactory.

Present plans have seventh and eighth grade students from this districtattending Mill Plain School, while pupils in their final four years attend Roger Ludlow High School.

In the proposed school master plan, pupils completing their first six years at Pequot School will go on to the remodeled Roger Ludlow for grades seven and eight and obtain their high school education at Fairfield South High School.

PROPOSED SCHOOL DISTRICTS
SEPTEMBER 1956

District No. 14 Dwight School 7 Classrooms

The Dwight School District is by far the largest in both the present and the revised plans. However, it definitely is not, and in all probability never will be the largest in overall population or school enrollment. Zoning requires one and two-acre plots to build a home and there is little expectation of this ever being changed. In addition, there are a number of larger estates that include a good deal of undeveloped land.

The school itself is a dated frame structure limited to seven classrooms. The present size of the district will require as many as twelve classrooms by 1958. The school is located on historical Greenfield Hill Green.

In the proposed school master plan submitted as a part of this investigation, we have reduced the size of the district considerably. The proposed North Stratfield School removes extensive area north of the parkway while the expansion of District 11 removes extensive area from the south.

At present, Dwight gradustes attend Mill Plain School for grades seven and eight, and Roger Ludlow for grades nine through twelve. In the proposed plan, they will attend Roger Ludlow for grades seven and eight, and finish grades nine through twelve at Fairfield South High School.

PART II

FAIRFIELD SOUTH

HIGH SCHOOL

FAIRFIELD SOUTH HIGH SCHOOL

Selection of Site

Our investigation indicated that the new proposed high school to serve the southern part of town be located in or near Mill Plain District. This location, coupled with the selected site for the other new high school in McKinley District, will complete the proposed master plan covering the secondary grades.

The procurement of a site of the size required for a high school to serve 1500 students in this or any other built-up district offered quite a challenge. Foremost in our mind was the fact that we did not want to have to purchase heavily developed land to secure a site, as this would have inflated the cost. Instead, we preferred to develop more rough land if any could be found in the required neighborhood. The fact was recognized that an extremely flat piece of land would be the cheapest to develop, although it wouldn't likely provide too much interest. Also, we knew from the start that a tract of land including forty plus acres that was flat simply did not exist.

The entire Mill Plain District and nearby areas were canvassed thoroughly in order to procure a satisfactory site. A number of potential sites were selected and checked carefully. We investigated the tract division of each site to determine the purchase possibilities.

Drainage on the sites was checked. The relation to nearby facilities was evaluated to predict the future development of the surrounding area. Orientation and view were given careful consideration.

From an initial list of six potential sites, four were eliminated after first examination. Of these, two were dropped because of poor drainage observed shortly after a heavy rain storm. A third was abandoned because of insufficient level land. The fourth was located too near potential industrial expansion. Each of the two sites remaining had a number of good points in their favor.

The first of these two sites was located between Mill Plain and Unquowa Roads, next to the new Mill Plain Elementary School. This site, which includes annexation of a community park, comprised fifty-seven acres. The land was reasonably level in three different planes and, as such, offered very good possibilities for building a complete high school. The fact that the community already owned the twenty-four acre park eased the possible land procurement problem.

However, the site did have three points against it and it was this that led to its rejection. The first point was the fact that the truck expressway crossing Southern Connecticut was to pass within five hundred feet of one end of the site, and it was felt that this would

create tremendous acoustical problems even if the building were built on the opposite end of the site. This was further pointed out when two preliminary plans for the site were developed. The second negative point was its proximity to the new Mill Plain Elementary School. It was felt that two schools with children of such widely varying ages should not be placed together. Also, the fact that many high school students have automobiles might create dangers for the smaller children. The third factor that led to the eventual rejection of the site was the estimated cost of its purchase. The park area that was being claimed by the development of this site would of course have to be replaced. Also, a number of smaller homes would have to be purchased to provide sufficient usable land and proper access to the site.

The sixth site, and the one that was eventually chosen for development, is located a half-mile farther out on the same Mill Plain Road traffic artery. This site is located between Mill Plain and Round Hill Roads about a mile and a quarter from the center of town and the site of the present Roger Ludlow Senior High School. The selected site is on the fringe of the heavily developed part of town and anticipates the future growth of the community to the north. It is sufficiently far from the center of Fairfield and the new expressway to be quiet and quite condusive to study. Industry is zoned out of this area.

The site required comprises approximately thirty-nine acres of undeveloped land. One tract of three and a half acres near the center of the Mill Plain Road frontage is occupied by an old farm which is in poor condition. This, however, is the only required land that is occupied by buildings. The remainder of the land is either wooded or used as farm land. Because of the present use and location of this land, the cost of this site is estimated to be some twenty-five percent less than that of the Mill Plain-Unquowa Road site.

The selected site is high on the Round Hill Road side and grades down some forty-rive feet to Mill Plain Road. It has two very level areas, each of about twelve acres, and a third fairly level area of about fourteen acres. The remainder of the land is heavily wooded and it is this natural growth that we propose to use to screen noise areas. Drainage offers no problem because the elevation of the site is at all points higher than Mill Plain Road. A minimim of grading will be required to develop the site.

Use of Site

The proposed development locates the building on the intermediate level between the football stadium and track on the lower level and the baseball and playfields on the upper level. Existing trees conveniently separate the three main areas of the site and in doing so, help eliminate many acoustical problems. A minimum of trees has been removed to develop the site, and an eight foot knoll has been leveled to permit placement of the building.

As indicated on the plan, the areas of equal or near-equal noise levels have been grouped together. Those requiring a minimum of noise are moved as far from the noise centers as possible. The shops, gymnasium, pool, music and band rooms, and the cafeteria have been placed at one end of the building near the athletic and playfields, while the classrooms and library have been located at the opposite end of the site. Initial parking facilities to serve more than four hundred cars has been located at the center of the site convenient to both the school and the playfields. Additional parking area that may be developed later if the football crowds warrant it has been provided at the south end of the site adjacent to the stadium.

A service entrance has been located immediately to the rear of the auditorium and is convenient to both the shops and the kitchen. It is equally accessible from both streets as is the parking area.

The Building

As indicated previously, the elements of the building were grouped according to noise level. This type of planning does present other problems, particularly in the relationship between the gymnasium and auditorium. A number of school planners feel that these two major elements should be separated because they may both be in use at the same time. Many of them go so far as to place them on opposite ends of the building with the classrooms and other elements between. However, it does not seem logical or practical that the classrooms, areas of low noise levels, should serve as buffers between two much noisier elements. We have in our solution placed them at the same end of the building but have widely separated their entrances. The auditorium has its entrance on a restful open court while the gymnasium has its entrance about two hundred feet away facing the parking area.

The cafeteria and kitchen, as well as the shops and music rooms, have been grouped with the two larger elements at the noisier end of the building. These are the areas, with the possible exception of the music rooms, that are most likely to be used by the general public in the evenings. By grouping them together we can shut off the remainder of the building including all the classrooms which will mean considerable savings in cost of heat and electricity that would otherwise be required if the general

public areas were widely spread around the building. Provision has been made so that the classrooms occupying the sophomore wing may be opened for evening school use without opening the entire building.

We are proposing the introduction of a new classroom relation plan. It has in the past been quite common to group classrooms offering similar subjects, so that three or four history rooms or three or four mathematics rooms have been grouped together. When it is realized that almost every student is enrolled in a course in mathematics, it means that each student in the school must come to this area at least once a day. Of course, considerable student traffic results and with it there is less control of the students by the teachers.

In our proposed plan we place each class, that is sophomore, junior, and senior in separate wings. The classroom arrangement limits necessary travel to just their particular wing and does not force them to crowd in with other students at class-changing time. The exception of course, is that there will be a number of students taking advanced courses or who are behind, but the number of these is insignificant. We have, however, located the specialized classrooms around a central core and these are convenient to each of the three wings. These specialized areas include the science laboratories and the business machines and typing classrooms. These

teaching elements are grouped because of the large cost of special equipment and to duplicate the facilities for each wing would be very costly. For example, only four classes are offered in office practice with two for sophomores, and one each for the juniors and seniors. If these facilities were provided for each class it would mean an expenditure of almost three times as much as it is to equip just one room and locate it in a place convenient to all students. The same is true of the science laboratories.

The majority of the classrooms face north, northwest and south, southeast. There are several that are oriented east, northeast. However, there are no classrooms facing west.

The library and art rooms are convenient to the central corridor and are provided with north light. Both are provided with restful views which will ve condusive to good study habits. The home economics group is also near the central circulation path and is provided with southern exposure.

The shops are located away from the classrooms. Investigation has shown that shops will generate better than 100 decibels, which is considerably more than the level desired in a good classroom. The industrial arts wing includes six shops as well as a large drafting room and a small lecture room. The necessary offices, storage and

equipment rooms are provided. The receiving dock is at one end of the shop wing.

Physical education facilities are provided at the south end of the building adjacent to the playfield and stadium. The facilities within the building include a gymnasium with seating capacity of fifteen hundred students, a full size swimming pool with seating capacity of one hundred and fifty, and locker areas for boys, girls, and visitors. The gymnasium is equipped with folding type bleacher units. The floor may be divided into two cross-courts or one long court. Entrance is through the foyer at the west end of the gym. The pool is immediately to the rear of the gym and is provided with a large glass area to the south. This will relate it more to the outside and remove the institutional stigma so often associated with the interior pool lighted only by skylight. By orienting soutn, heat loss will be kept at a minimum.

The lockers are located beneath the gymnasium. This is done for a number of reasons. The terrain of existing land falls off slightly at this end of the building and offers an opportunity to light the area beneath the gymnasium floor. The pool is also located at a level below the gym floor because of the falling away of the land. By placing the locker rooms under the gym we avoid building more roof and occupying more land as well as utilizing the slope. Also, it makes it possible to go from the locker

rooms to the pool without using stairs with wet feet. on the other hand, going up stairs to the gym with dry shoes is quite safe. By having the pool at the lower level, along with the locker rooms the public is permitted to enter the pool seating area at the upper level and are never at the same level as the locker rooms. This reduces the possibility of visitors going into rooms that they should not enter.

The lockers have direct access to the outside playfields by a slightly sloping ramp. Both the boys and girls locker groups have the usual facilities including a corrective and room and an office. The equipment room is also at the locker room level and is convenient for activities in the gym, pool, and outside.

The auditorium and music section are grouped together because of the similarity of use. The auditorium will seat about seven hundred. It has been provided with the usual facilities including projection booth, scenery and props storage, and orchestra area. The music area has five practice rooms as well as a band room and an office.

Development of Site

The major feature of the site is the football stadium. The concrete grandstands, located on one side of the field offer seating facilities for three thousand people. An additional eight hundred seats are provided by the portable bleachers on the west side of the field. The concrete structure, in addition to the seating area, has public utilities and an office and equipment room that will be used when the fields are turned over to the playground staff during the summer months. In addition, space is provided for future construction of lockers under the stands if they are later found desirable. The playing area itself has the usual one hundred yard football field as well as the quarter-mile track. The football field may be converted to two softball diamonds during the summer months.

On the upper level and separated from the football stands by a considerable number of trees is the large playfield and tennis courts. The playfield has two softball diamonds and one full-size baseball field. In addition the playfield may be laid out in three one hundred yard practice fields for football, soccer, and field hockey.

There are numerous other areas around the site where groups of students may congregate during relaxation periods. Among these is the entrance court near the auditorium, the terrace outside the cafeteria, and the interior court near the center of the building.

BIBLIOGRAPHY

Bolt, Richard H., and Newman, Robert B. "Architectural Acoustics."

Burris-Meyer, Harold, and Cole, Edward C. Theatres and Auditoriums, Reinhold Publishing Company, New York City, 1949.

Castelldi, Basil. Sound Control in School Buildings. EdD. Thesis, Teachers College, Columbia University, 1952.

Chrisler, V.L. "Sound Insulation of Wall and Floor Construction." In Building Materials and Structures, Report BMW 17. U.S. Department of Commerce, 1939.

Cocking, Walter D. American School and University. American School Publishing Corporation, New York City, 1952.

Creighton, Thomas H. "Progressive Architecture for Education." In Progressive Architecture, January, 1952.

Creighton, Thomas H. "College Buildings, Space Analysis." In Progressive Architecture, February, 1952.

Creighton, Thomas H. "Round Robin Critique." In Progressive Architecture, September, 1952.

Creighton, Thomas H. "Junior High School." In Progressive Architecture, December, 1952.

Creighton, Thomas H. "Educational Buildings." In Progressive Architecture, January, 1953.

Creighton, Thomas H. "Client Critique." In Progressive Architecture, July, 1953.

Creighton, Thomas H. "Education." In Progressive Architecture, January, 1954.

Harriman, Alonzo J. "A Comparative Analysis of Three Maine Schools." In Architectural Record, Volume 115, February, 1954.

Knudsen, Vern O., and Harris, Cyril M. Acoustical Designing in Architecture. New York, 1950.

Perkins, Lawrence B., and Cocking Walter D. Schools. Reinhold Publishing Company, New York City, 1949.

Peterson, Arnold P.G., and Beranek, Leo L. Handbook of Noise Measurement. General Radio Company, Cambridge, Massachusetts, 1953.

Prentice, P.I. "Top Lighted School." In Architectural Forum, Volume 95, December 1951.

Prentice, P.I. "Four Story High School." In Architectural Forum, Volume 96, April, 1952.

Prentice, P.I. "Twin Wing School." In Architectural Forum, Volume 98, October 1953.

Prentice, P.I. "Country Day School." In Architectural Forum, Volume 100, January, 1954.

Rosenblith, Walter A., and Stevens, Kenneth N., and the Staff of Bolt, Beranek, and Newman. Handbook of Acoustic Noise Control, Volume II. Noise and Man. Wright Air Development Center Technical Report 52-204, Ohio, 1953.

Severns, William H., and Fellows, Julian R. Heating, Ventilating, and Air-Conditioning Fundamentals, John Wiley & Sons, Incorporated, New York. 1950.